DOCUMENT RESUME

ED 334 302 UD 028 095

TITLE D.C. Public School System--Status Update. Hearing before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia. House of Representatives, One Hundred First Congress, Second Session.

INSTITUTION Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

PUB DATE 18 Sep 90

NOTE 223p.; Serial No. 101-12. Pages 199-202 have some lines of illegible print.

AVAILABLE FROM Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS *Educational Assessment; *Educational Facilities Improvement; *Educational Finance; *Educational Quality; Education Work Relationship; Elementary Secondary Education; Hearings; Program Evaluation; Public Schools; School Buildings; *Urban Schools

IDENTIFIERS Congress 101st; *District of Columbia Public Schools

ABSTRACT

This hearing was held to update the Subcommittee on Judiciary and Education of the House Committee on the District of Columbia on the present status and overall condition of the District of Columbia public school system. Witnesses invited to testify included Nate Bush, president, District of Columbia Board of Education; Andrew E. Jenkins, III, superintendent and chief state school officer; Togo West, Jr., chairman, District of Columbia Committee on Public Education; Howard Brown, director, Project Accord, Anacostia High School; and Delabian Rice-Thurston, executive director, Parents United for the District of Columbia Public Schools. Witnesses testifying at this hearing were asked, among other things, to comment on the financial condition and priorities of the school system; the physical condition of and plans for District of Columbia public school buildings; the academic strengths and weaknesses of the system; special programs in the system; and plans for curriculum reform. Witnesses agreed generally on the following conditions: (1) that the system's financial situation is not good; (2) that school buildings are in dilapidated and worsening condition; (3) that the system's academic program needs strengthening; and (4) that some special programs, including Project Accord, a career employment program, are making a difference for some students. Statements from 18 hearing participants are included. (AF)

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ED334302

D.C. PUBLIC SCHOOL SYSTEM—STATUS UPDATE

HEARING

BEFORE THE

SUBCOMMITTEE ON
JUDICIARY AND EDUCATION

OF THE

COMMITTEE ON
THE DISTRICT OF COLUMBIA
HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

SECOND SESSION

ON

TO UPDATE SUBCOMMITTEE OF PRESENT STATUS AND OVERALL CONDITION OF THE D.C. PUBLIC SCHOOL SYSTEM

SEPTEMBER 18, 1990

Serial No. 101-12

Printed for the use of the Committee on the District of Columbia

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38-069 WASHINGTON : 1991

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STAFF SUMMARY OF FINDINGS AND CONCLUSIONS

On September 18, 1990, the Subcommittee on Judiciary and Education held a status update hearing on the D.C. public school system. The purpose of this hearing, as indicated by subcommittee chairman, Dymally, was to update the subcommittee's information on the present status and overall condition of the system. There was no intent to draw conclusions, criticize or prescribe policy.

Witnesses invited to testify at this hearing included Mr. Nate Bush, president, D.C. Board of Education; Dr. Andrew E. Jenkins, III, superintendent and chief State school officer; Mr. Togo West, Jr., chairman, D.C. Committee on Public Education; Mr. Howard Brown, director, Project Accord, Anacostia High School; and Ms. Delabian Rice-Thurston, executive director, Parents United for the D.C. Public Schools.

Broad community interest was shown in this hearing and there was a large number of requests from individuals and group representatives to testify. Many of these, it must be said, however, seemed not to understand or appreciate the fact that the only purpose of the hearing was to gather facts. The chairman and staff had concluded that the most effective way to fulfill this objective was to take testimony from a small number of persons with official responsibility and several individuals with long-term, direct involvement with organized efforts to make positive changes in the system. There are, of course, many such groups, and it was a practical impossibility to permit all of these to testify. However, statements for the record were invited and several were received.

Witnesses testifying at this hearing were asked, among many other things, to comment on the financial condition and priorities of the school system; the physical condition and plans for D.C. public school buildings; the academic strengths and weaknesses of the system; special programs in the system, and plans for curriculum reform.

Basically, though not all agreed entirely, the witnesses stated that the financial condition of the system was not good and that a number of greater efficiency and cost saving measures were in order.

For example, the superintendent indicated that some school buildings not presently in use would be converted to administrative office space to avoid rental costs. Several school closings, it was reported, were also planned as cost saving measures. Additionally, plans were being considered to lease some school buildings to generate revenue.

All witnesses agreed that perhaps the most deplorable condition affecting the entire system was the already dilapidated and still worsening condition of some D.C. school buildings that are still in use. Further complicating this situation was the fact that few funds are on hand to finance much needed repairs. Some condi-

tions, according to witnesses, actually constituted fire and other safety hazards, and of course, the same conditions negatively impact the learning environment.

The chairman, deeply concerned about this problem, directed staff to write a letter to Congressman Julian Dixon, chairman, D.C. Subcommittee on Appropriations, asking that the subject of establishing a permanent building maintenance fund for D.C. schools be broached in the next D.C. appropriations hearing. Such a letter was sent and a positive response received from Chairman Dixon.

Witnesses acknowledged that the academic program of the system was not as strong as it should be; that there were a number of very good students in the academic upper echelon of the system, but too many who either dropped out or were not doing well.

There are a number of special programs in the D.C. public school system that are making a difference for some pupils. Several elementary schools have implemented the Comer School Development Model with partial support from the Rockefeller Foundation. This program stresses parental involvement in the educational process and has provided nurturing support for some of the system's most needy children.

Testimony was presented on another program known as Project Accord. Accord is a career employment program that is designed to prepare students for the world of work after school. Computer assisted instruction stresses dependability, punctuality, attendance, diligence, positive attitude, motivation, compliance, cooperation, positive image, dress, grooming, and manners. Presently, this program is being offered to approximately 420 11th grade students in lots of 60 each in several targeted schools. The program has over $400,000 in private sector support.

The D.C. public school system is, in the final analysis, troubled, and there is much to be done. However, there are a number of highly concerned and involved citizens who, along with organizations like the Committee on Public Education (COPE), which has made a very useful study of D.C. public schools and made recommendations suggesting ways and means of dealing with particular problems.

Therefore, in spite of a very large number of burdensome problems, there is real hope for D.C. public schools.

D.C. PUBLIC SCHOOL SYSTEM

TUESDAY, SEPTEMBER 18, 1990

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON JUDICIARY AND EDUCATION,
COMMITTEE ON DISTRICT OF COLUMBIA,
Washington, DC.

The subcommittee met, pursuant to call, at 9:10 a.m., in room 1310A, Longworth House Office Building, Hon. Mervyn M. Dymally (chairman of the subcommittee) presiding.

Present: Representatives Dymally and Rohrabacher.

Also present: Edward C. Sylvester, Jr., staff director; Donn G. Davis, senior legislative associate; E. Faye Williams, staff counsel; Richard Dykema, minority staff assistant; and Howard Lee, minority assistant staff director.

Mr. DYMALLY. Good morning.

This Subcommittee on Judiciary and Education will come to order.

I would like to thank all of today's witnesses for taking time out from your very demanding schedules to share your comments and observations regarding the District of Columbia public school system.

I would also like to acknowledge the presence of a number of other groups and individuals who are interested in the welfare of the D.C. public school system. Time limitations will not allow us to hear directly from the large number among you who expressed an interest in testifying.

But I have instructed staff to accept relevant written statements for inclusion in the record of this hearing. In addition to time and numbers, I should also explain that some of those who wished to testify were not included in this particular forum because they are currently candidates for election, and the subcommittee Chair determined that the subcommittee would be overburdened by any effort to provide equal time.

The Chair also wishes to have everyone take special note of the fact that this hearing is being held in very strict accordance with the legally mandated oversight obligation of the Congress and the District of Columbia Committee. I cannot overstate the fact that we are not of the mind to involve Congress or the District of Columbia Committee with the details of either policymaking, administration, or the daily operations of the D.C. public school system, barring the most extraordinary and compelling circumstances or some clear instance where we can and must be of some help.

I will repeat that this is not an investigation. This is not a hearing to probe into any operations per se. We are simply here for an update of the D.C. school system.

The D.C. Board of Education became the city's first elected body of local government in 1968, and we are keenly mindful that as such the board presented the first major step toward home rule which followed in 1973. The clear intent of Congress in this process was to delegate full responsibility to the citizens of the District of Columbia for the governance and operation of the public school system.

I therefore urge everyone here to be cognizant of the fact that, while Congress must remain in touch, informed, and helpful where it can and should be, we have no intention of replacing either the board of education or any other appendage which represents or enacts the will of the people in the operation of the D.C. school system.

This is strictly and I repeat a status update hearing where we hope to have those of you who have been invited to testify to share with us your assessment of the general condition of the system. For this reason most of you will be asked some of the same questions.

I hope that each of you verbally summarize your testimony within the space of 10 to 15 minutes in the interest of time. However, your written statement will be entered into the record in its entirety.

Let me welcome the superintendent of the D.C. school system, Mr. Jenkins, and Mr. Bush.

Would both Mr. Jenkins and Mr. Bush come forward.

[The prepared opening statement of Mr. Dymally follows:]

OPENING STATEMENT

OF

THE HONORABLE MERVYN M. DYMALLY

CHAIRMAN, SUBCOMMITTEE ON JUDICIARY AND EDUCATION

COMMITTEE ON THE DISTRICT OF COLUMBIA

OVERSIGHT HEARING ON D.C. PUBLIC SCHOOL SYSTEM

TUESDAY, SEPTEMBER 18, 1990

THE SUBCOMMITTEE ON JUDICIARY AND EDUCATION WILL COME TO ORDER.

GOOD MORNING LADIES AND GENTLEMEN.

I WOULD LIKE TO THANK ALL OF TODAY'S WITNESSES FOR TAKING TIME OUT FROM YOUR VERY DEMANDING SCHEDULES TO SHARE YOUR COMMENTS AND OBSERVATIONS REGARDING THE DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM. I WOULD ALSO LIKE TO ACKNOWLEDGE THE PRESENCE OF A NUMBER OF OTHER GROUPS AND INDIVIDUALS WHO ARE INTERESTED IN THE WELFARE OF THE D.C. PUBLIC SCHOOL SYSTEM. TIME LIMITATIONS WILL NOT ALLOW US TO HEAR DIRECTLY FROM THE LARGE NUMBER AMONG YOU WHO HAVE EXPRESSED AN INTEREST IN TESTIFYING, BUT I HAVE INSTRUCTED STAFF TO ACCEPT RELEVANT WRITTEN STATEMENTS FOR INCLUSION IN THE RECORD OF THIS HEARING. IN ADDITION TO TIME AND NUMBERS, I SHOULD ALSO EXPLAIN THAT SOME OF THOSE WHO WISHED TO TESTIFY WERE NOT INCLUDED IN THIS PARTICULAR FORUM BECAUSE THEY ARE CURRENTLY CANDIDATES FOR ELECTION, AND THE SUBCOMMITTEE CHAIR DETERMINED THAT THE SUBCOMMITTEE WOULD BE OVERBURDENED BY

ANY EFFORT TO PROVIDE EQUAL TIME.

THE CHAIR ALSO WISHES TO HAVE EVERYONE TAKE SPECIAL NOTE OF THE FACT THAT THIS HEARING IS BEING HELD IN VERY STRICT ACCORDANCE WITH THE LEGALLY MANDATED OVERSIGHT OBLIGATION OF THE CONGRESS AND THE DISTRICT OF COLUMBIA COMMITTEE. I CANNOT OVERSTATE THE FACT THAT WE ARE NOT OF THE MIND TO INVOLVE CONGRESS OR THE DISTRICT OF COLUMBIA COMMITTEE WITH THE DETAILS OF EITHER POLICY-MAKING, ADMINISTRATION, OR THE DAILY OPERATIONS OF THE D.C. PUBLIC SCHOOL SYSTEM, BARRING THE MOST EXTRAORDINARY AND COMPELLING CIRCUMSTANCES OR SOME CLEAR INSTANCE WHERE WE CAN AND MUST BE OF SOME HELP.

THE D.C. BOARD OF EDUCATION BECAME THE CITY'S FIRST ELECTED BODY OF LOCAL GOVERNMENT IN 1968, AND WE ARE KEENLY MINDFUL THAT AS SUCH THE BOARD REPRESENTED THE FIRST MAJOR STEP TOWARD "HOME RULE" WHICH FOLLOWED IN 1973. THE CLEAR INTENT OF CONGRESS IN THIS PROCESS WAS TO DELEGATE FULL RESPONSIBILITY TO THE CITIZENS OF THE DISTRICT OF COLUMBIA FOR THE GOVERNANCE AND OPERATION OF THE PUBLIC SCHOOL SYSTEM. I THEREFORE URGE EVERYONE HERE TO BE COGNIZANT OF THE FACT THAT, WHILE CONGRESS MUST REMAIN IN TOUCH, INFORMED, AND HELPFUL WHERE IT CAN AND SHOULD BE, WE HAVE NO INTENTION OF REPLACING EITHER THE BOARD OF EDUCATION OR ANY OTHER APPENDAGE WHICH REPRESENTS OR ENACTS THE WILL OF THE PEOPLE IN THE OPERATION OF THE D.C. SCHOOL SYSTEM.

THIS IS STRICTLY A STATUS UPDATE HEARING WHERE WE HOPE TO HAVE THOSE OF YOU WHO HAVE BEEN INVITED TO TESTIFY TO SHARE WITH US YOUR ASSESSMENT OF THE GENERAL CONDITION OF THE SYSTEM. FOR THIS REASON MOST OF YOU WILL BE ASKED MANY OF THE SAME QUESTIONS.

I MUST ASK THAT EACH OF YOU VERBALLY SUMMARIZE YOUR TESTIMONY WITHIN THE SPACE OF 10-15 MINUTES IN THE INTEREST OF TIME. HOWEVER, YOUR WRITTEN STATEMENT WILL BE ENTERED INTO THE RECORD IN ITS ENTIRETY.

WOULD MR. BUSH AND DR. JENKINS PLEASE COME FORWARD.

THE CHAIR NOW CALLS MR. TOGO WEST, WHO IS THE NEW CHAIRMAN OF THE FEDERAL CITY COUNCIL'S D.C. COMMITTEE ON PUBLIC EDUCATION. MR. WEST WILL BE TESTIFYING INSTEAD OF FORMER CO-CHAIRPERSONS, MS. CARMEN TURNER AND MR. TERENCE GOLDEN.

THE NEXT WITNESS WAS TO HAVE BEEN MR. WILLIAM SIMONS, PRESIDENT OF THE WASHINGTON TEACHERS UNION. I UNDERSTAND, HOWEVER, THAT HE IS NOT ABLE TO BE HERE BUT HAS SENT A STATEMENT FOR THE RECORD. WITHOUT OBJECTION, HIS STATEMENT WILL BE ENTERED INTO THE RECORD IN ITS ENTIRETY.

THE NEXT WITNESSES ARE MR. JAMES EICHBERG OF THE D.C. PUBLIC SCHOOLS FOUNDATION (WHO MAY REFER SOME QUESTIONS TO MR. HOWARD BROWN REGARDING PROJECT ACCORD); MS. DELABIAN RICE-THURSTON, EXECUTIVE DIRECTOR OF PARENTS UNITED FOR THE D.C. PUBLIC SCHOOLS; AND MS. BETTY BENJAMIN, PRESIDENT OF THE D.C. CONGRESS OF PARENTS AND TEACHERS.

STATEMENT OF NATE BUSH, PRESIDENT, D.C. BOARD OF EDUCATION, AND DR. ANDREW E. JENKINS III, SUPERINTENDENT, D.C. PUBLIC SCHOOL SYSTEM, AND SHELTON E. LEE, DEPUTY SUPERINTENDENT FOR ADMINISTRATIVE SERVICES

STATEMENT OF NATE BUSH

Mr. BUSH. Good morning, Mr. Chairman.

My name is Nate Bush. I am president of the board of education.

In interest of time I shall not make a statement but shall yield to Dr. Jenkins who will present a statement from the school system.

STATEMENT OF ANDREW E. JENKINS III

Mr. JENKINS. Good morning, Congressman Dymally, and other members of the subcommittee. I am Andrew E. Jenkins III, superintendent and chief State school officer of the District of Columbia public schools.

It is my pleasure to appear before you today to speak to the status of our school system.

More specifically, I will address the following areas in which the subcommittee has expressed interest: The financial situation and priorities of our school system; the physical condition of, and our plans for D.C. public school buildings; the academic strengths and weaknesses of the D.C. public schools; new programs within our school system; and our plans for curriculum reform.

As you well know, these are difficult financial times for the District, and, indeed, the entire Washington metropolitan area.

Therefore, you will not be surprised to hear that the D.C. public schools is presently in the position of trying to meet the numerous and varied needs of our very diverse student body with far too few resources.

Faced with this challenge, the D.C. board of education has effected a number of cost-savings measures necessary to ensure that our school system is run as efficiently and economically as possible in these times of fiscal austerity. Perhaps most notable in this regard has been the board's very difficult and unpopular decision to close eight of our school buildings.

Through these school closings the D.C. public schools plans to effect savings in several ways. For instance, we intend to use former school buildings or parts of these buildings for administrative space in order to avoid rental costs. In accordance with this plan, the recently closed Bryan Elementary School is already being utilized to house the school system's central office of educational accountability and planning.

Additionally, we intend to generate new resources to be used for the repair and improvement of D.C. public school facilities through the leasing of some of the newly closed school buildings.

Even now, the board is considering my proposal that we lease Carver and Giddings Elementary Schools and Hamilton Junior High School. Three buildings which were closed in June 1990, and in which several businesses, education institutions and other organizations have already expressed an interest.

Certainly our need for resources with which to effect the repair and improvement of our buildings is great. As, for some time now,

the school system has had insufficient funds to properly maintain and renovate our aging building inventory.

Despite this lack of resources, however, we have managed to address most of the serious facility problems that have the potential to affect the safety and welfare of our students and employees.

During the summer, for example, asbestos was removed from four schools in which this problem had previously only been abated, thus completing our asbestos removal program for this fiscal year.

Moreover, our school system recently established both a special emergency response team, designed to deal solely with fire code violations, and a coordinating committee, comprised of fire department officials and school personnel, to monitor the correction of such violations on a weekly basis.

We have also established three service area teams, made up of maintenance and repair personnel, under the supervision of the D.C. public schools' assistant superintendents for elementary, junior and senior high schools. We are convinced that these teams have been, and will continue to be, more responsive in the provision of major and minor repairs because their priorities are set by the accountable administrators.

Additionally, engineers and custodians are now reporting to building principals, rather than central administrators, to afford principals direct supervision over personnel performing services in their buildings.

Moreover, I am pleased to report that, due to a recent infusion of capital funding, the D.C. public schools have been able to undertake some of the many badly needed repairs and improvements that our buildings require.

Such as: Roof and boiler replacements; air-conditioning repair, replacement, and installation; the installation of playground equipment; plumbing improvements; electrical modernization; room additions and conversions; bleacher replacements and other improvements to athletic facilities; and building adjustments necessary to accommodate handicapped individuals.

Implementation of these projects, which will require design, construction, contracting and workload assignment, will take place over the next 2 fiscal years and will be funded not only through improved building utilization and moneys realized through the leasing of board buildings, but also with currently appropriated funds and those moneys allocated to the school system in the future.

Still, it is clear that such future appropriations will have to be substantial if the school system is to eliminate the $150 million backlog in deferred maintenance which has accumulated despite the massive efforts which I have just described.

Moreover, it is equally clear that the D.C. public schools' need for increased funding in the upcoming fiscal years will not be limited to the area of building repair and maintenance. Rather, despite the school system's implementation of such cost-savings measures as school closings, the D.C. public schools have a great and immediate need for increased funding for a multitude of purposes, and this need will become even more pressing in the future.

We are proud to report that, unless the Mayor is successful in implementing a recently proposed unilateral reduction of over $10 million to the school systems fiscal year 1990 appropriations, we will end this fiscal year with a balanced budget, despite a $7.8 million recession to our fiscal year 1990 appropriations, effected in the third quarter of fiscal year 1990, which necessitated reductions in other-than-personal services spending, the elimination of the enrichment component of our summer school program, the imposition of a hiring freeze in regard to central administrative positions, and the cancellation of many consultant contracts.

Moreover, we are confident that, ultimately, we will halt the Mayor's proposal to unilaterally reduce the board's budget by an additional $10 million, by prevailing in the court of appeals, as we did in the court below, in our lawsuit to stop this budget reduction.

Unfortunately, however, a stay recently issued by the court of appeals has effectively precluded the D.C. public schools from making any nonpersonal services expenditures at this time. Thus, we have been prevented from making much-needed purchases of textbooks and other school supplies and effecting many essential building improvements at the beginning of this school year.

I regret to report, further, that the school system's fiscal outlook for fiscal year 1991, portends an even more severe curtailment of D.C. public school spending. From the outset we will have to deal with both the $7.8 million deficit caused by the recession to our budget effected several months ago and and a lack of funding for employee pay raises in the budget approved for the board in fiscal year 1991.

Moreover, while the council has committed itself to fully funding these pay raises, we fear that the city's current fiscal constraints may prevent the District's providing us with moneys sufficient to adequately compensate our very deserving teachers and administrators who now receive lower pay than their counterparts in all of the surrounding jurisdictions.

For these reasons we continue to appeal to Congress for increased appropriations for the D.C. public schools, and we urge the Congress to enact legislation providing the additional fiscal year 1991 appropriations for building repair and improvement, renovations to athletic facilities, and the education of immigrant and delinquent youth, that have been approved by the House and the Senate Appropriations Committees.

We would also ask the Congress to appropriate the additional moneys for teacher salaries and early childhood education which were approved by the Senate Appropriations Committee.

Moreover, we urgently request that the Congress provide our school system with even greater additional appropriations in the future. Given such increased funding, our priorities will remain much the same: The improvement of school buildings and grounds, pay raises for our underpaid teachers and school-based administrators, and the improvement of our early childhood education program.

With any such increased funding we will also enhance our extracurricular activities and emulate the Comer School Development Model in additional schools.

This Comer School project is just one of many new and innovative efforts which will be implemented in our school system this year. As I believe that such innovative programs represent some of the academic strengths of the D.C. schools, I would like to take a moment to describe just a few of these projects for you.

The Comer School Development Model, created by the noted Yale child psychiatrist and Professor James Comer, is now being emulated in 12 of our elementary schools. In accordance with our implementation of this plan, made possible, in part, by a $100,000 grant from the Rockefeller Foundation, we have placed both social workers and parent coordinators in these schools which contain significant numbers of children whose families live in poverty.

Hereafter, through our emulation of this program over the next 5 years, we plan both to provide some of our most deprived students with a nurturing and supportive school environment and to get their parents more involved in their children's education by giving them a large stake in the educational process.

At the junior high school level, with the help of additional moneys appropriated by us by the Congress in fiscal year 1990, we have worked with the Capital Children's Museum to create a model junior high school which provides basic skills, computer science and technology courses to 100 at-risk seventh grade students.

We have also established junior high schools of distinction in each ward of the city which offer extremely rigorous courses and focus on such specific areas of study as math and science. The humanities, and prevocational education.

At the senior high school level, we continue to implement Project Accord, another innovative effort made possible by additional congressional funding, which addresses academic and employability skills of all 11th grade students in targeted schools in three phases.

First, participants pursue computer assisted instruction in both the basic skills of reading and mathematics and in employability. Lessons on the latter subject focus on skills which participants need to retain employment and, more specifically, address such areas as time management and dealing with peers and supervisors.

The second phase of this project is also concerned with the very important topic of employment retention, for this component of the program. Project Accord has commissioned a series of seven video disks which concentrate on the qualities which employers say that they weigh in their employees—dependability, positive attitude and positive image.

Each videodisk presents situations demonstrating the importance of each employability attribute, providing students with different scenarios to which they must respond in terms of choice and consequence. Different choices result in different outcomes, and, by viewing and discussing these outcomes, participants, in a risk-free environment, begin to learn what employers expect from them and how they think about entry-level employees.

Finally, beginning this fall, students who have completed phases one and two of this project will be placed in employment and provided with workplace mentors. These mentors will interact with the student during the workday and will be available for consultation during work hours. At the same time back at school, participants will take part in discussion sessions designed to allow them

to discuss situations arising on the job, thus helping them to help each other succeed in the world or work.

Nonstatistical review of non-norm-referenced data suggests that reading and mathematics grade equivalents of Project Accord participants have increased by more than one grade level each.

Moreover, we have embarked on an ambitious new evaluation effort which is in place for program implementation for fiscal year 1991. As part of this effort, we will be using fall-fall norm-referenced tests, spring-spring norm-referenced tests, and criterion-referenced tests at least six times during the school year to ascertain student growth.

Attitude surveys and behavior surveys, designed for participants, instructors, mentors and workplace supervisors, will also be distributed to help demonstrate program efficacy.

Moreover, we are now working with the program effectiveness panel of the U.S. Department of Education in an effort to place Project Accord in the national diffusion network for nationwide replication.

In addition, we are now implementing a number of new and innovative programs available to our students on all grade levels. Perhaps most notable among these is our African-centered education initiative.

Through this effort, which is centered around programs and activities at the local school level, we plan to provide D.C. public school students and staff with a greater understanding of, and pride in, the heritage of Africans and African-Americans all over the world.

We hope that, by means of this inclusionary initiative, we will be able to correct misinformation about Africans and African-Americans and rectify their exclusion from the histories of this Nation and the world which are traditionally taught, without slighting other ethnic groups.

Moreover, with the aid of other additional funding provide by Congress, our school system has been able to establish three new programs which have made year-round schooling a reality for students in grades kindergarten through 12. Specifically, we have created an extended day tutorial program, an after-school enrichment program and a restructured summer school.

Through participation in these programs, D.C. public school students in need of academic help can receive such aid throughout the school year, while those who do not require remediation can participate year round in innovative courses in areas ranging from Japanese to sign language.

During the regular school day, the D.C. public schools continues to utilize our competency-based curriculum (CBC), which sets out the scope and sequence of objectives for each grade level and subject.

Moreover, we continue to regard this curriculum, which also includes suggested strategies for skill and content development and procedures for assessing mastery, as one of our school system's greatest academic strengths.

However, we realize that the CBC, which was state-of-the-art at the time of its creation in 1976, is now somewhat dated. Therefore, we have begun to review and revise this curriculum.

In the course of this revision, we plan to reduce the number of detailed objectives; to adjust the syllabus so that it reflects the best that is currently known about teaching, learning, and assessment in particular subject areas; to revise the curriculum and testing program to ensure that they are fully integrated; and to analyze this curriculum in light of current and projected needs of the labor market, demographic and social patterns, and technological advances and trends, to ensure that the CBC is consonant with, and reflective of, such information.

We are convinced that utilization of the CBC and implementation of both the new programs described above and other innovative efforts on the part of our school system have led to improved student achievement. During school year 1988-89, for instance, student test scores on the comprehensive tests for basic skills (CTBS) went up in all but one area for the first time since the current version of these tests has been utilized.

Moreover, in school year 1989-90, the scholastic aptitude test scores of our minority students increased, and our graduates amassed over $15 million in scholarships and grants.

We know, however, that achievement on standardized tests remains an academic weakness of the D.C. public schools, as evidenced by the fact that this year our CTBS scores showed some minor downward, as well as upward, shifts in composite scores.

While these changes were not statistically significant and mirror a national trend, they do indicate that we have not yet reached our goal of making steady and consistent improvements in student achievement.

Therefore, a comprehensive review of the norm-referenced test data and of our instructional program was undertaken during the summer months. In the course of this review, we developed strategies, reflective of effective schools research, to direct our school system's resources and expectations toward improved employee performance and increased student achievement.

The strategies designed to enhance employee performance include our inter/mentor program, in which new teachers are paired with especially successful experienced instructors, and our recently established teacher-testing program. In regard to improving student achievement, we have undertaken not only the curriculum revision and new programs which I have described, but also many other programs too numerous to describe at this time.

To mention only one such effort, we have established a potential national merit scholars program, at both the junior and senior high school levels, designed to help D.C. public school students develop the skills necessary to qualify as semifinalists in the National Merit Scholarship Program.

In the near future, we plan to expand this program to the elementary school level.

Moreover, because we also know that our lack of satisfactory progress in the area of student achievement is attributable, in part, to the fact that too many of our students fail to attend school regularly, we have instituted a number of efforts designed to reduce our unacceptably high dropout rate.

With additional congressional appropriations provided several years ago, for instance, we established student attendance centers

to which truant students are referred for counseling and tutorial help. Recently, moreover, we held our first dropout reentry State fair with the theme, "Come Home to the D.C. Public Schools," targeted at former students 13 or older who want to "Drop Back In."

Additionally, because our studies have shown that lack of achievement and student boredom are two of the principal causes of students leaving school prior to graduation, we have taken many steps to alleviate these problems in our school system. Perhaps most notable among our efforts designed to ensure early and continued student achievement is our establishment of all-day prekindergartens in all our elementary schools.

Moreover, to ensure that all of our students most at risk of failure succeed despite the odds, we have established tutoring programs in homeless shelters and housing projects.

Additionally, we begin this year to implement a program for children born to drug-addicted mothers.

To alleviate the problem of student boredom, we offer not only the programs which I have described, but also a plethora of prevocational courses and public-private partnership program through which, with the aid of numerous public and private entities, we are able to provide our students with an opportunity to focus their attention on subject areas ranging from preengineering to international studies while still in high school.

Moreover, we are now in the process of expanding and upgrading the quality of the initiatives established pursuant to this public-private partnership program and of establishing similar high-quality projects in additional schools, such as a public service academy which recently opened at Anacostia High School.

I could go on at far greater length regarding all of the topics that I have touched upon. However, as I am aware of the time limitations under which you, as Congressmen, operate, I will stop at this point.

Of course, I will be glad to go into more detail regarding any of the topics that I have mentioned, should you so desire, and I stand ready to answer any questions that you might have.

[The prepared statement of Mr. Jenkins follows:]

STATEMENT OF ANDREW E. JENKINS III

SUPERINTENDENT OF SCHOOLS AND

CHIEF STATE SCHOOL OFFICER OF THE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

BEFORE THE

SUBCOMMITTEE ON THE JUDICIARY AND EDUCATION

COMMITTEE ON THE DISTRICT OF COLUMBIA

REGARDING THE DISTRICT OF COLUMBIA PUBLIC

SCHOOLS

SEPTEMBER 18, 1990

GOOD MORNING, CONGRESSMAN DYMALLY AND OTHER MEMBERS OF THE SUBCOMMITTEE. I AM ANDREW E. JENKINS III, SUPERINTENDENT AND CHIEF STATE SCHOOL OFFICER OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS. IT IS MY PLEASURE TO APPEAR BEFORE YOU TODAY TO SPEAK TO THE STATUS OF OUR SCHOOL SYSTEM. MORE SPECIFICALLY, I WILL ADDRESS THE FOLLOWING AREAS IN WHICH THE SUBCOMMITTEE HAS EXPRESSED AN INTEREST: THE FINANCIAL SITUATION AND PRIORITIES OF OUR SCHOOL SYSTEM; THE PHYSICAL CONDITION OF, AND OUR PLANS FOR, D.C. PUBLIC SCHOOL BUILDINGS; THE ACADEMIC STRENGTHS AND WEAKNESSES OF THE D.C. PUBLIC SCHOOLS; NEW PROGRAMS WITHIN OUR SCHOOL SYSTEM; AND OUR PLANS FOR CURRICULUM REFORM.

AS YOU WELL KNOW, THESE ARE DIFFICULT FINANCIAL TIMES FOR THE DISTRICT, AND, INDEED, THE ENTIRE WASHINGTON METROPOLITAN AREA. THEREFORE, YOU WILL NOT BE SURPRISED TO HEAR THAT THE D.C. PUBLIC SCHOOLS IS PRESENTLY IN THE POSITION OF BEING ASKED TO MEET THE NUMEROUS AND VARIED NEEDS OF OUR VERY DIVERSE STUDENT BODY WITH FAR TOO FEW RESOURCES.

FACED WITH THIS CHALLENGE, THE D.C. BOARD OF EDUCATION HAS EFFECTED A NUMBER OF COST-SAVINGS MEASURES NECESSARY TO ENSURE THAT OUR SCHOOL SYSTEM IS RUN AS EFFICIENTLY AND ECONOMICALLY AS POSSIBLE IN THESE TIMES OF FISCAL AUSTERITY. PERHAPS MOST NOTABLE IN THIS REGARD HAS BEEN THE BOARD'S VERY DIFFICULT AND UNPOPULAR DECISION TO CLOSE EIGHT OF OUR SCHOOLS.

THROUGH THESE SCHOOL CLOSINGS THE D.C. PUBLIC SCHOOLS PLANS TO EFFECT SAVINGS IN SEVERAL WAYS. FOR INSTANCE, WE INTEND TO USE FORMER SCHOOL BUILDINGS OR PARTS OF THESE BUILDINGS FOR ADMINISTRATIVE SPACE IN ORDER TO AVOID RENTAL COSTS. IN ACCORDANCE WITH THIS PLAN, THE RECENTLY-CLOSED BRYAN ELEMENTARY SCHOOL IS ALREADY BEING UTILIZED TO HOUSE THE SCHOOL SYSTEM'S CENTRAL OFFICE OF EDUCATIONAL ACCOUNTABILITY AND PLANNING.

ADDITIONALLY, WE INTEND TO GENERATE NEW RESOURCES TO BE USED FOR THE REPAIR AND IMPROVEMENT OF D.C. PUBLIC SCHOOL FACILITIES THROUGH THE LEASING OF SOME OF THE NEWLY-CLOSED SCHOOL BUILDINGS. EVEN NOW, THE BOARD IS CONSIDERING MY PROPOSAL THAT WE LEASE CARVER AND GIDDINGS ELEMENTARY SCHOOLS AND HAMILTON JUNIOR HIGH SCHOOL, THREE BUILDINGS WHICH WERE CLOSED IN JUNE OF 1990 AND IN WHICH SEVERAL BUSINESSES, EDUCATIONAL INSTITUTIONS AND OTHER ORGANIZATIONS HAVE ALREADY EXPRESSED AN INTEREST.

CERTAINLY OUR NEED FOR RESOURCES WITH WHICH TO EFFECT THE REPAIR AND IMPROVEMENT OF OUR BUILDINGS IS GREAT, AS, FOR SOME TIME NOW, THE SCHOOL SYSTEM HAS HAD INSUFFICIENT FUNDS TO PROPERLY MAINTAIN AND RENOVATE OUR AGING BUILDING INVENTORY. DESPITE THIS LACK OF RESOURCES, HOWEVER, WE HAVE MANAGED TO ADDRESS MOST OF THE SERIOUS FACILITY PROBLEMS THAT HAVE THE POTENTIAL TO AFFECT THE SAFETY AND WELFARE OF OUR STUDENTS AND EMPLOYEES. DURING THE SUMMER, FOR EXAMPLE, ASBESTOS WAS REMOVED FROM FOUR SCHOOLS IN WHICH THIS PROBLEM HAD PREVIOUSLY ONLY BEEN ABATED, THUS COMPLETING OUR ASBESTOS REMOVAL PROGRAM FOR THIS FISCAL YEAR. MOREOVER, OUR SCHOOL SYSTEM RECENTLY ESTABLISHED BOTH A SPECIAL EMERGENCY RESPONSE TEAM,

DESIGNED TO DEAL SOLELY WITH FIRE CODE VIOLATIONS, AND A COORDINATING COMMITTEE, COMPRISED OF FIRE DEPARTMENT OFFICIALS AND SCHOOL PERSONNEL, TO MONITOR THE CORRECTION OF SUCH VIOLATIONS ON A WEEKLY BASIS.

WE HAVE ALSO ESTABLISHED THREE SERVICE AREA TEAMS, MADE UP OF MAINTENANCE AND REPAIR PERSONNEL, UNDER THE SUPERVISION OF THE D.C. PUBLIC SCHOOLS' ASSISTANT SUPERINTENDENTS FOR ELEMENTARY, JUNIOR AND SENIOR SCHOOLS. WE ARE CONVINCED THAT THESE TEAMS HAVE BEEN, AND WILL CONTINUE TO BE, MORE RESPONSIVE IN THE PROVISION OF MAJOR AND MINOR REPAIRS BECAUSE THEIR PRIORITIES ARE SET BY THE ACCOUNTABLE ADMINISTRATORS. ADDITIONALLY, ENGINEERS AND CUSTODIANS ARE NOW REPORTING TO BUILDING PRINCIPALS, RATHER THAN CENTRAL ADMINISTRATORS, TO AFFORD PRINCIPALS DIRECT SUPERVISION OVER PERSONNEL PERFORMING SERVICES IN THEIR BUILDINGS.

MOREOVER, I AM PLEASED TO REPORT THAT, DUE TO A RECENT INFUSION OF CAPITAL FUNDING, THE D.C. PUBLIC SCHOOLS HAS BEEN ABLE TO UNDERTAKE SOME OF THE MANY BADLY-NEEDED REPAIRS AND IMPROVEMENTS THAT OUR BUILDINGS REQUIRE, SUCH AS: ROOF AND BOILER REPLACEMENTS; AIR CONDITIONING REPAIR, REPLACEMENT, AND INSTALLATION; THE INSTALLATION OF

PLAYGROUND EQUIPMENT; PLUMBING IMPROVEMENTS; ELECTRICAL MODERNIZATION; ROOM ADDITIONS AND CONVERSIONS; BLEACHER REPLACEMENTS AND OTHER IMPROVEMENTS TO ATHLETIC FACILITIES; AND BUILDING ADJUSTMENTS NECESSARY TO ACCOMMODATE HANDICAPPED INDIVIDUALS. IMPLEMENTATION OF THESE PROJECTS, WHICH WILL REQUIRE DESIGN, CONSTRUCTION, CONTRACTING AND WORKLOAD ASSIGNMENT, WILL TAKE PLACE OVER THE NEXT TWO FISCAL YEARS AND WILL BE FUNDED NOT ONLY THROUGH IMPROVED BUILDING UTILIZATION AND MONIES REALIZED THROUGH THE LEASING OF BOARD BUILDINGS, BUT ALSO WITH CURRENTLY APPROPRIATED FUNDS AND THOSE MONIES ALLOCATED TO THE SCHOOL SYSTEM IN THE FUTURE.

STILL, IT IS CLEAR THAT SUCH FUTURE APPROPRIATIONS WILL HAVE TO BE SUBSTANTIAL IF THE SCHOOL SYSTEM IS TO ELIMINATE THE $150 MILLION BACKLOG IN DEFERRED MAINTENANCE WHICH HAS ACCUMULATED DESPITE THE MASSIVE EFFORTS WHICH I HAVE JUST DESCRIBED. MOREOVER, IT IS EQUALLY CLEAR THAT THE D.C. PUBLIC SCHOOLS' NEED FOR INCREASED FUNDING IN THE UPCOMING FISCAL YEARS WILL NOT BE LIMITED TO THE AREA OF BUILDING REPAIR AND MAINTENANCE. RATHER, DESPITE THE SCHOOL SYSTEM'S IMPLEMENTATION OF SUCH COST-SAVINGS MEASURES AS SCHOOL CLOSINGS, THE D.C. PUBLIC SCHOOLS HAS A GREAT AND IMMEDIATE NEED FOR INCREASED FUNDING FOR A

MULTITUDE OF PURPOSES, AND THIS NEED WILL BECOME EVEN MORE PRESSING IN THE FUTURE.

WE ARE PROUD TO REPORT THAT, UNLESS THE MAYOR IS SUCCESSFUL IN IMPLEMENTING A RECENTLY PROPOSED UNILATERAL REDUCTION OF OVER $10 MILLION TO THE SCHOOL SYSTEM'S FY 1990 APPROPRIATIONS, WE WILL END THIS FISCAL YEAR WITH A BALANCED BUDGET, DESPITE A $7.8 RESCISSION TO OUR FY 1990 APPROPRIATIONS, EFFECTED IN THE THIRD QUARTER OF FY 1990, WHICH NECESSITATED REDUCTIONS IN OTHER-THAN -PERSONAL SERVICES SPENDING, THE ELIMINATION OF THE ENRICHMENT COMPONENT OF OUR SUMMER SCHOOL PROGRAM, THE IMPOSITION OF A HIRING FREEZE IN REGARD TO CENTRAL ADMINISTRATIVE POSITIONS, AND THE CANCELLATION OF MANY CONSULTANT CONTRACTS. MOREOVER, WE ARE CONFIDENT THAT, ULTIMATELY, WE WILL HALT THE MAYOR'S PROPOSAL TO UNILATERALLY REDUCE THE BOARD'S BUDGET BY AN ADDITIONAL $10 MILLION, BY PREVAILING IN THE COURT OF APPEALS, AS WE DID IN THE COURT BELOW, IN OUR LAWSUIT TO STOP THIS BUDGET REDUCTION. UNFORTUNATELY, HOWEVER, A STAY RECENTLY ISSUED BY THE COURT OF APPEALS HAS EFFECTIVELY PRECLUDED THE D.C. PUBLIC SCHOOLS FROM MAKING ANY NON-PERSONAL SERVICES EXPENDITURES AT THIS TIME. THUS, WE HAVE BEEN PREVENTED FROM MAKING MUCH-NEEDED PURCHASES OF TEXTBOOKS AND

OTHER SCHOOL SUPPLIES AND EFFECTING MANY ESSENTIAL BUILDING IMPROVEMENTS AT THE BEGINNING OF THIS SCHOOL YEAR.

I REGRET TO REPORT, FURTHERMORE, THAT THE SCHOOL SYSTEM'S FISCAL OUTLOOK FOR FY 1991 PORTENDS AN EVEN MORE SEVERE CURTAILMENT OF D.C. PUBLIC SCHOOL SPENDING. FROM THE OUTSET WE WILL HAVE TO DEAL WITH BOTH THE $7.8 MILLION DEFICIT CAUSED BY THE RESCISSION TO OUR BUDGET EFFECTED SEVERAL MONTHS AGO AND A LACK OF FUNDING FOR EMPLOYEE PAY RAISES IN THE BUDGET APPROVED FOR THE BOARD IN FY 1991. MOREOVER, WHILE THE COUNCIL HAS COMMITTED ITSELF TO FULLY FUNDING THESE PAY RAISES, WE FEAR THAT THE CITY'S CURRENT FISCAL CONSTRAINTS MAY PREVENT THE DISTRICT'S PROVIDING US WITH MONIES SUFFICIENT TO ADEQUATELY COMPENSATE OUR VERY DESERVING TEACHERS AND ADMINISTRATORS WHO NOW RECEIVE LOWER PAY THAN THEIR COUNTERPARTS IN ALL OF THE SURROUNDING JURISDICTIONS.

FOR THESE REASONS WE CONTINUE TO APPEAL TO CONGRESS FOR INCREASED APPROPRIATIONS FOR THE D.C. PUBLIC SCHOOLS, AND WE URGE THE CONGRESS TO ENACT LEGISLATION PROVIDING THE ADDITIONAL FY 1991 APPROPRIATIONS FOR BUILDING REPAIR AND IMPROVEMENT, RENOVATIONS TO ATHLETIC FACILITIES, AND

THE EDUCATION OF IMMIGRANT AND DELINQUENT YOUTH, THAT HAVE BEEN APPROVED BY THE HOUSE AND THE SENATE APPROPRIATIONS COMMITTEE. WE WOULD ALSO ASK THE CONGRESS TO APPROPRIATE THE ADDITIONAL MONIES FOR TEACHER SALARIES AND EARLY CHILDHOOD EDUCATION WHICH WERE APPROVED BY THE SENATE APPROPRIATIONS COMMITTEE.

MOREOVER, WE URGENTLY REQUEST THAT THE CONGRESS PROVIDE OUR SCHOOL SYSTEM WITH EVEN GREATER ADDITIONAL APPROPRIATIONS IN THE FUTURE. GIVEN SUCH INCREASED FUNDING, OUR PRIORITIES WILL REMAIN MUCH THE SAME: THE IMPROVEMENT OF SCHOOL BUILDINGS AND GROUNDS, PAY RAISES FOR OUR UNDERPAID TEACHERS AND SCHOOL-BASED ADMINISTRATORS, AND THE IMPROVEMENT OF OUR EARLY CHILDHOOD PROGRAM. WITH ANY SUCH INCREASED FUNDING WE WILL ALSO ENHANCE OUR EXTRA-CURRICULAR ACTIVITIES AND EMULATE THE "COMER SCHOOL DEVELOPMENT MODEL" IN ADDITIONAL SCHOOLS.

THIS COMER SCHOOL PROJECT IS JUST ONE OF MANY NEW AND INNOVATIVE EFFORTS WHICH WILL BE IMPLEMENTED IN OUR SCHOOL SYSTEM THIS YEAR. AS I BELIEVE THAT SUCH INNOVATIVE PROGRAMS REPRESENT SOME OF THE "ACADEMIC STRENGTHS" OF THE D.C. PUBLIC SCHOOLS, I WOULD LIKE TO TAKE A MOMENT TO DESCRIBE

JUST A FEW OF THESE PROJECTS FOR YOU.

- THE "COMER SCHOOLS DEVELOPMENT MODEL", CREATED BY THE NOTED YALE CHILD PSYCHIATRIST AND PROFESSOR JAMES COMER, IS NOW BEING EMULATED IN TWELVE OF OUR ELEMENTARY SCHOOLS. IN ACCORDANCE WITH OUR IMPLEMENTATION OF THIS PLAN, MADE POSSIBLE, IN PART, BY A $100,000 GRANT FROM THE ROCKEFELLER FOUNDATION, WE HAVE PLACED BOTH SOCIAL WORKERS AND PARENT COORDINATORS IN THESE SCHOOLS WHICH CONTAIN SIGNIFICANT NUMBERS OF CHILDREN WHOSE FAMILIES LIVE IN POVERTY. HEREAFTER, THROUGH OUR EMULATION OF THIS PROGRAM OVER THE NEXT FIVE YEARS, WE PLAN BOTH TO PROVIDE SOME OF OUR MOST DEPRIVED STUDENTS WITH A NURTURING AND SUPPORTIVE SCHOOL ENVIRONMENT AND TO GET THEIR PARENTS MORE INVOLVED IN THEIR CHILDREN'S EDUCATION BY GIVING THEM A LARGER STAKE IN THE EDUCATIONAL PROCESS.

- AT THE JUNIOR HIGH LEVEL, WITH THE HELP OF ADDITIONAL MONIES APPROPRIATED TO US BY THE CONGRESS IN FY 1990, WE HAVE WORKED WITH THE CAPITAL CHILDREN'S MUSEUM TO CREATE A MODEL JUNIOR HIGH SCHOOL WHICH PROVIDES BASIC

SKILLS, COMPUTER, SCIENCE AND TECHNOLOGY COURSES TO ONE HUNDRED AT-RISK SEVENTH GRADERS. WE HAVE ALSO ESTABLISHED JUNIOR HIGH "SCHOOLS OF DISTINCTION" IN EACH WARD OF THE CITY WHICH OFFER EXTREMELY RIGOROUS COURSES AND FOCUS ON SUCH SPECIFIC AREAS OF STUDY AS MATH/SCIENCE, THE HUMANITIES, AND PREVOCATIONAL EDUCATION.

- AT THE SENIOR HIGH LEVEL, WE CONTINUE TO IMPLEMENT PROJECT ACCORD, ANOTHER INNOVATIVE EFFORT MADE POSSIBLE BY ADDITIONAL CONGRESSIONAL FUNDING, WHICH ADDRESSES ACADEMIC AND EMPLOYABILITY SKILLS OF ALL ELEVENTH GRADERS IN TARGETED SCHOOLS IN THREE PHASES. FIRST, PARTICIPANTS PURSUE COMPUTER ASSISTED INSTRUCTION IN BOTH THE BASIC SKILLS OF READING AND MATH AND IN EMPLOYABILITY. LESSONS ON THE LATTER SUBJECT FOCUS ON SKILLS WHICH PARTICIPANTS NEED TO RETAIN EMPLOYMENT AND, MORE SPECIFICALLY, ADDRESS SUCH AREAS AS TIME MANAGEMENT AND DEALING WITH PEERS AND SUPERVISORS.

THE SECOND PHASE OF THIS PROJECT IS ALSO CONCERNED WITH THE VERY IMPORTANT TOPIC OF EMPLOYMENT RETENTION. FOR

THIS COMPONENT OF THE PROGRAM, PROJECT ACCORD HAS COMMISSIONED A SERIES OF SEVEN VIDEO DISKS WHICH CONCENTRATE ON THE QUALITIES WHICH EMPLOYERS SAY THAT THEY WANT IN THEIR EMPLOYEES: DEPENDABILITY, POSITIVE ATTITUDE AND POSITIVE IMAGE. EACH VIDEO DISK PRESENTS SITUATIONS DEMONSTRATING THE IMPORTANCE OF EACH EMPLOYABILITY ATTRIBUTE, PROVIDING STUDENTS WITH DIFFERENT SCENARIOS TO WHICH THEY MUST RESPOND IN TERMS OF CHOICE AND CONSEQUENCE. DIFFERENT CHOICES RESULT IN DIFFERENT OUTCOMES, AND, BY VIEWING AND DISCUSSING THESE OUTCOMES, PARTICIPANTS, IN A RISK-FREE ENVIRONMENT, BEGIN TO LEARN WHAT EMPLOYERS EXPECT FROM THEM AND HOW THEY THINK ABOUT ENTRY-LEVEL EMPLOYEES.

FINALLY, BEGINNING THIS FALL, STUDENTS WHO HAVE COMPLETED PHASES ONE AND TWO OF THIS PROJECT WILL BE PLACED IN EMPLOYMENT AND PROVIDED WITH WORKPLACE MENTORS. THESE MENTORS WILL INTERACT WITH THE STUDENT DURING THE WORKDAY AND WILL BE AVAILABLE FOR CONSULTATION DURING WORK HOURS. AT THE SAME TIME BACK AT SCHOOL, PARTICIPANTS WILL TAKE PART IN DISCUSSION SESSIONS DESIGNED TO ALLOW THEM TO DISCUSS SITUATIONS ARISING ON THE JOB, THUS HELPING THEM TO HELP EACH

OTHER SUCCEED IN THE WORLD OF WORK.

NON-STATISTICAL REVIEW OF NON-NORM-REFERENCED DATA SUGGESTS THAT READING AND MATHEMATICS GRADE EQUIVALENTS OF PROJECT ACCORD PARTICIPANTS HAVE INCREASED BY MORE THAN ONE GRADE LEVEL EACH. MOREOVER, WE HAVE EMBARKED ON AN AMBITIOUS NEW EVALUATION EFFORT WHICH IS IN PLACE FOR PROGRAM IMPLEMENTATION FOR FY 1991. AS PART OF THIS EFFORT, WE WILL BE USING FALL-FALL NORM-REFERENCED TESTS, SPRING-SPRING NORM-REFERENCED TESTS, AND CRITERION-REFERENCED TESTS AT LEAST SIX TIMES DURING THE YEAR TO ASCERTAIN STUDENT GROWTH. ATTITUDE SURVEYS AND BEHAVIOR SURVEYS, DESIGNED FOR PARTICIPANTS, INSTRUCTORS, MENTORS, AND WORKPLACE SUPERVISORS, WILL ALSO BE DISTRIBUTED TO HELP DEMONSTRATE PROGRAM EFFICACY. MOREOVER, WE ARE NOW WORKING WITH THE PROGRAM EFFECTIVENESS PANEL OF THE U.S. DEPARTMENT OF EDUCATION IN AN EFFORT TO PLACE PROJECT ACCORD IN THE NATIONAL DIFFUSION NETWORK FOR NATIONWIDE REPLICATION.

IN ADDITION, WE ARE NOW IMPLEMENTING A NUMBER OF NEW AND INNOVATIVE PROGRAMS AVAILABLE TO OUR STUDENTS ON ALL GRADE LEVELS. PERHAPS MOST NOTABLE AMONG THESE IS OUR

AFRICAN-CENTERED EDUCATION INITIATIVE.

THROUGH THIS EFFORT, WHICH IS CENTERED AROUND PROGRAMS AND ACTIVITIES AT THE LOCAL SCHOOL LEVEL, WE PLAN TO PROVIDE D.C. PUBLIC SCHOOL STUDENTS AND STAFF WITH A GREATER UNDERSTANDING OF, AND PRIDE IN, THE HERITAGE OF AFRICANS AND AFRICAN-AMERICANS ALL OVER THE WORLD. WE HOPE THAT, BY MEANS OF THIS INCLUSIONARY INITIATIVE, WE WILL BE ABLE TO CORRECT MISINFORMATION ABOUT AFRICANS AND AFRICAN-AMERICANS AND RECTIFY THEIR EXCLUSION FROM THE HISTORIES OF THIS NATION AND THE WORLD WHICH ARE TRADITIONALLY TAUGHT, WITHOUT SLIGHTING OTHER ETHNIC GROUPS.

MOREOVER, WITH THE AID OF OTHER ADDITIONAL FUNDING PROVIDED BY CONGRESS, OUR SCHOOL SYSTEM HAS BEEN ABLE TO ESTABLISH THREE NEW PROGRAMS WHICH HAVE MADE YEAR-ROUND SCHOOLING A REALITY FOR STUDENTS IN GRADES KINDERGARTEN THROUGH TWELVE. SPECIFICALLY, WE HAVE CREATED AN EXTENDED-DAY TUTORIAL PROGRAM, AN AFTER-SCHOOL ENRICHMENT PROGRAM AND A RESTRUCTURED SUMMER SCHOOL. THROUGH PARTICIPATION IN THESE PROGRAMS, D.C. PUBLIC SCHOOL STUDENTS IN NEED OF ACADEMIC HELP CAN RECEIVE SUCH AID THROUGHOUT THE YEAR, WHILE THOSE WHO DO NOT REQUIRE REMEDIATION CAN PARTICIPATE YEAR-ROUND IN INNOVATIVE COURSES IN AREAS RANGING FROM

JAPANESE TO SIGN LANGUAGE.

DURING THE REGULAR SCHOOL DAY, THE D.C. PUBLIC SCHOOLS CONTINUES TO UTILIZE OUR COMPETENCY-BASED CURRICULUM (CBC), WHICH SETS OUT THE SCOPE AND SEQUENCE OF OBJECTIVES FOR EACH GRADE LEVEL AND SUBJECT. MOREOVER, WE CONTINUE TO REGARD THIS CURRICULUM, WHICH ALSO INCLUDES SUGGESTED STRATEGIES FOR SKILL AND CONTENT DEVELOPMENT AND PROCEDURES FOR ASSESSING MASTERY, AS ONE OF OUR SCHOOL SYSTEM'S GREATEST ACADEMIC STRENGTHS.

HOWEVER, WE REALIZE THAT THE CBC, WHICH WAS STATE-OF-THE-ART AT THE TIME OF ITS CREATION IN 1976, IS NOW SOMEWHAT DATED. THEREFORE, WE HAVE BEGUN TO REVIEW AND REVISE THIS CURRICULUM. IN THE COURSE OF THIS REVISION, WE PLAN TO REDUCE THE NUMBER OF DETAILED OBJECTIVES; TO ADJUST THE SYLLABUS SO THAT IT REFLECTS THE BEST THAT IS CURRENTLY KNOWN ABOUT TEACHING, LEARNING, AND ASSESSMENT IN PARTICULAR SUBJECT AREAS; TO REVISE THE CURRICULUM AND TESTING PROGRAM TO ENSURE THAT THEY ARE FULLY INTEGRATED; AND TO ANALYZE THIS CURRICULUM IN LIGHT OF CURRENT AND PROJECTED NEEDS OF THE LABOR MARKET, DEMOGRAPHIC AND SOCIAL PATTERNS, AND TECHNOLOGICAL ADVANCES AND TRENDS, TO ENSURE THAT THE CBC IS CONSONANT WITH, AND REFLECTIVE OF, SUCH

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INFORMATION.

WE ARE CONVINCED THAT UTILIZATION OF THE CBC AND IMPLEMENTATION OF BOTH THE NEW PROGRAMS DESCRIBED ABOVE AND OTHER INNOVATIVE EFFORTS ON THE PART OF OUR SCHOOL SYSTEM HAVE LED TO IMPROVED STUDENT ACHIEVEMENT. DURING SCHOOL YEAR 1988-89, FOR INSTANCE, STUDENT TEST SCORES ON THE COMPREHENSIVE TESTS OF BASIC SKILLS ("CTBS") WENT UP IN ALL BUT ONE AREA FOR THE FIRST TIME SINCE THE CURRENT VERSION OF THESE TESTS HAS BEEN UTILIZED. MOREOVER, IN SCHOOL YEAR 1989-90, THE SCHOLASTIC APTITUDE TEST SCORES OF OUR MINORITY STUDENTS INCREASED, AND OUR GRADUATES AMASSED OVER $15 MILLION IN SCHOLARSHIPS AND GRANTS.

WE KNOW, HOWEVER, THAT ACHIEVEMENT ON STANDARDIZED TESTS REMAINS AN ACADEMIC WEAKNESS OF THE D.C. PUBLIC SCHOOLS, AS EVIDENCED BY THE FACT THAT THIS YEAR OUR CTBS SCORES SHOWED SOME MINOR DOWNWARD, AS WELL AS UPWARD, SHIFTS IN COMPOSITE SCORES. WHILE THESE CHANGES WERE NOT STATISTICALLY SIGNIFICANT AND MIRROR A NATIONAL TREND, THEY DO INDICATE THAT WE HAVE NOT YET REACHED OUR GOAL OF MAKING STEADY AND CONSISTENT IMPROVEMENTS IN STUDENT ACHIEVEMENT.

THEREFORE, A COMPREHENSIVE REVIEW OF THE NORM-REFERENCED TEST DATA AND OF OUR INSTRUCTIONAL PROGRAM WAS UNDERTAKEN DURING THIS SUMMER. IN THE COURSE OF THIS REVIEW, WE DEVELOPED STRATEGIES, REFLECTIVE OF EFFECTIVE SCHOOLS RESEARCH, TO DIRECT OUR SCHOOL SYSTEM'S RESOURCES AND EXPECTATIONS TOWARD IMPROVED EMPLOYEE PERFORMANCE AND INCREASED STUDENT ACHIEVEMENT.

THE STRATEGIES DESIGNED TO ENHANCE EMPLOYEE PERFORMANCE INCLUDE OUR INTERN/MENTOR PROGRAM, IN WHICH NEW TEACHERS ARE PAIRED WITH ESPECIALLY SUCCESSFUL EXPERIENCED INSTRUCTORS, AND OUR RECENTLY-ESTABLISHED TEACHER-TESTING PROGRAM. IN REGARD TO IMPROVING STUDENT ACHIEVEMENT, WE HAVE UNDERTAKEN NOT ONLY THE CURRICULUM REVISION AND NEW PROGRAMS WHICH I HAVE DESCRIBED, BUT ALSO MANY OTHER INNOVATIVE PROGRAMS TOO NUMEROUS TO DESCRIBE AT THIS TIME. TO MENTION ONLY ONE SUCH EFFORT, WE HAVE ESTABLISHED A POTENTIAL NATIONAL MERIT SCHOLARS PROGRAM, AT BOTH THE JUNIOR AND THE SENIOR HIGH SCHOOL LEVELS, DESIGNED TO HELP D.C. PUBLIC SCHOOL STUDENTS DEVELOP THE SKILLS NECESSARY TO QUALIFY AS SEMI-FINALISTS IN THE NATIONAL MERIT SCHOLARSHIP PROGRAM. IN THE NEAR FUTURE, WE PLAN TO EXPAND THIS PROGRAM TO THE ELEMENTARY LEVEL.

MOREOVER, BECAUSE WE ALSO KNOW THAT OUR LACK OF SATISFACTORY PROGRESS IN THE AREA OF STUDENT ACHIEVEMENT IS ATTRIBUTABLE, IN PART, TO THE FACT THAT TOO MANY OF OUR STUDENTS FAIL TO ATTEND SCHOOL REGULARLY, WE HAVE INSTITUTED A NUMBER OF EFFORTS DESIGNED TO REDUCE OUR UNACCEPTABLY HIGH DROP-OUT RATE. WITH ADDITIONAL CONGRESSIONAL APPROPRIATIONS PROVIDED SEVERAL YEARS AGO, FOR INSTANCE, WE ESTABLISHED STUDENT ATTENDANCE CENTERS TO WHICH TRUANT STUDENTS ARE REFERRED FOR COUNSELLING AND TUTORIAL HELP. RECENTLY, MOREOVER, WE HELD OUR FIRST DROPOUT REENTRY STATE FAIR WITH THE THEME "COME HOME TO D.C. PUBLIC SCHOOLS", TARGETED AT FORMER STUDENTS THIRTEEN OR OLDER WHO WANT TO "DROP BACK IN".

ADDITIONALLY, BECAUSE OUR STUDIES HAVE SHOWN THAT LACK OF ACHIEVEMENT AND STUDENT BOREDOM ARE TWO OF THE PRINCIPLE CAUSES OF STUDENTS LEAVING SCHOOL PRIOR TO GRADUATION, WE HAVE TAKEN MANY STEPS TO ALLEVIATE THESE PROBLEMS IN OUR SCHOOL SYSTEM. PERHAPS MOST NOTABLE AMONG OUR EFFORTS DESIGNED TO ENSURE EARLY AND CONTINUED STUDENT ACHIEVEMENT IS OUR ESTABLISHMENT OF ALL-DAY PREKINDERGARTENS IN ALL OF OUR ELEMENTARY SCHOOLS.

MOREOVER, TO FURTHER ENSURE THAT ALL OF OUR STUDENTS

MOST AT-RISK OF FAILURE SUCCEED DESPITE THE ODDS. WE HAVE ESTABLISHED TUTORING PROGRAMS IN HOMELESS SHELTERS AND HOUSING PROJECTS. ADDITIONALLY, WE WILL BEGIN THIS YEAR TO IMPLEMENT A PROGRAM FOR CHILDREN BORN TO DRUG-ADDICTED MOTHERS.

TO ALLEVIATE THE PROBLEM OF STUDENT BOREDOM, WE OFFER NOT ONLY THE PROGRAMS WHICH I HAVE DESCRIBED, BUT ALSO A PLETHORA OF PREVOCATIONAL COURSES AND A PUBLIC-PRIVATE PARTNERSHIP PROGRAM THROUGH WHICH, WITH THE AID OF NUMEROUS PUBLIC AND PRIVATE ENTITIES, WE ARE ABLE TO PROVIDE OUR STUDENTS WITH AN OPPORTUNITY TO FOCUS THEIR ATTENTION ON SUBJECT AREAS RANGING FROM PRE-ENGINEERING TO INTERNATIONAL STUDIES WHILE STILL IN HIGH SCHOOL. MOREOVER, WE ARE NOW IN THE PROCESS OF EXPANDING AND UPGRADING THE QUALITY OF THE INITIATIVES ESTABLISHED PURSUANT TO THIS PUBLIC-PRIVATE PARTNERSHIP PROGRAM AND OF ESTABLISHING SIMILAR HIGH-QUALITY PROJECTS IN ADDITIONAL SCHOOLS, SUCH AS A PUBLIC SERVICE ACADEMY WHICH RECENTLY OPENED AT ANACOSTIA HIGH SCHOOL.

I COULD GO ON AT FAR GREATER LENGTH REGARDING ALL OF THE TOPICS THAT I HAVE TOUCHED UPON. HOWEVER, AS I AM AWARE OF THE TIME LIMITATIONS UNDER WHICH YOU, AS CONGRESSMEN,

OPERATE, I WILL STOP AT THIS POINT. OF COURSE, I WILL BE GLAD TO GO INTO MORE DETAIL REGARDING ANY OF THE TOPICS THAT I HAVE MENTIONED, SHOULD YOU SO DESIRE, AND I STAND READY TO ANSWER ANY QUESTIONS THAT YOU MIGHT HAVE.

Mr. DYMALLY. Thank you very much, Dr. Jenkins.

We have been joined by Mr. Rohrabacher.

We will invite him to make an opening statement if he wishes to.

Mr. ROHRABACHER. I would like to thank the chairman for holding this hearing.

I am sorry that I was late, but we rushed back and forth and probably have three or four things that we should be doing at any one moment on the Hill.

I appreciate this opportunity to hear the testimony.

Mr. DYMALLY. We invite Councilman Mason to make any remarks she wishes to because we know she has to get back to City Hall.

Thank you very much, Dr. Jenkins for a very comprehensive statement.

We have a couple of questions we want to ask you.

What is the status—and this is also addressed to Mr. Bush—what is the status of the court cases now which, the court cases, in fact, which has tied up some of the operations?

Mr. JENKINS. The case, Congressman, is in the court of appeals. We expect and hope some time this week that we will receive a definitive judgment on the case. As you know, this matter is time sensitive.

It is imperative that we will be allowed to utilize that money or our young people will not be able to receive the needed supplies and equipment. We will not be able to pay the special education tuitions for out-of-State and out-of-boundary students.

It is going to be very severe if the court of appeals supports the Mayor in this effort.

I would hasten to add that we are the only District agency that is being subjected to this.

As I mentioned before, we sustained a $7.8 million reduction in our budget already, which was taken early on as a result of some of the concerns expressed about the enrollment figure.

The almost 11 additional, additional $11 million would be a devastating result for us.

Mr. Bush?

While Mr. Bush is going to respond, that $7.7 million was taken away from you by the Congress or the city council?

Mr. JENKINS. By both. It was a recession by both the council and the Congress.

Mr. BUSH. Mr. Chairman, I would only add that we are optimistic about the final outcome of the court case. We did prevail on the merits in the superior court during the case.

Indeed, a preliminary injunction was issued. The court of appeals, while it has not taken the final decision with regard to the merits, certainly there are indications that the board of education is an autonomous body and the unilateral action on the part of the Mayor was inconsistent with District law.

Mr. DYMALLY. What is your Hispanic population in the school system?

Mr. JENKINS. Approximately 5 percent of our overall student population.

Mr. BUSH. Could I add also, Congressman, that that is one of the fastest growing populations in our school system.

Mr. DYMALLY. Can you tell us how many prospective D.C. school properties you have identified?

You mentioned the fact that you were thinking about leasing some of the properties.

Mr. JENKINS. We have identified eight properties for closure this year, Congressman. Four will be closed at the end of 1991 and the others will be closed in subsequent years.

Also, we have identified 16 properties that have been closed by prior action of the board of education and do not house educational programs, but administrative programs. So we will be in a position to dispose of those properties also.

Mr. DYMALLY. You mentioned you are about $150 million in deficit for maintenance. What are the prospects of trying to cut into that deficit for maintenance?

Mr. JENKINS. Well, this is going to be done by using a phased-in process.

Let me give you some background in terms of that $150 million backlog.

That was caused over a period of years where, when money was actually short and school systems did not have the luxury of doing all the things that it wanted to do. So, decisions were made to preserve the integrity of the work force rather than to try to maintain the buildings in proper working condition.

We hope to have $10 million in our budget for capital pay as you go and $10 million in the appropriated budget, thus, making a sum of $20 million for fiscal year 1991.

The reality is that same sum of money must be infused into subsequent budget years in the form of $20 million to $30 million if we are to overcome this deferred maintenance problem.

Mr. DYMALLY. Do you have a maintenance fund that is separate from your general fund?

Mr. JENKINS. Yes, we do have a maintenance fund that is separate.

Mr. Lee.

Mr. LEE. Congressman, essentially the maintenance fund which is separate is that which calls for the infusion by the capital outlay.

We do have in our regular fund also an amount of money set aside for maintenance.

As the superintendent has mentioned, we have over 199 buildings, 179 of those being used for educational purposes.

Many of those buildings are over 30 years old. We are in a catch-up situation all the time.

Mr. BUSH. Mr. Chairman, may I simply add that we, the school system has a long-range plan to address the maintenance problems and repair problems that we have in the school system.

The challenge that we are confronted with is that although we have developed a 5-year plan for the fixing and repairing of our buildings, it will require continued support in subsequent budgets from the council and also from the Congress.

While we have made the maintenance and repair of our buildings a priority, it is directly dependent upon the resources that will be received over the coming years through the budget process.

Mr. DYMALLY. Dr. Jenkins, some time ago there was a discrepancy in enrollment. Has the revised figure relieved the pressure on your budget?

Would you tell us a little bit about the enrollment figures.

Mr. JENKINS. The enrollment problem was caused by the utilization of an automated system that proved to be very inadequate. We take a student count, an official student count on October 15 of every year. In October 1989, we took that count.

The count was low as compared to projected enrollment. It was almost 7,000 or 8,000 pupils low as it related to the projection.

Then we went back and we sought to validate and verify the figures. We went school by school.

We checked each and every school to validate the number of pupils that we, in fact, had. We completed this process in February 1990.

We have also commissioned two audits. The office of superintendent commissioned an internal audit to arrive at the facts and true figures. The board of education commissioned an external audit by the firm of Deloitte & Touche.

The final findings and recommendations from Deloitte & Touche have not been rendered at this point. We are comfortable that that scenario has ended, and we are comfortable with the figures that we will be using.

We will be redesigning and modifying electronic pupil accounting system this school year, however, while we are in the development and the design stage of that.

We will be counting the students manually.

Mr. DYMALLY. Do you think that the revised figures had anything to do with cutting your budget?

Mr. JENKINS. Very definitely it did. The reduction of the $7.8 million was, in my opinion, a direct result of that.

Mr. BUSH. Mr. Chairman, may I add one point on this matter also. While it is very clear to the board of education that the proposed—the recession which took place in the early part of this year was directly related to the issue of our school figures, we also have not made a strong enough case to the effect that there was not a proportionate reduction of our responsibility as a school system based upon the fact that we had fewer students than was originally projected.

The fact of the matter is that we still had many obligations and responsibilities to address. The fact that we had fewer students, in our view, should not necessarily have resulted in a dollar-for-dollar reduction of the school system's budget.

Unfortunately, that is what has taken place. I think the net result will be that we will be in a more difficult position this coming year to provide the level of services that we think are important for those students who are in the school system.

Mr. DYMALLY. Dr. Jenkins, we have a list of questions.

Because we have such a heavy schedule, I will now call on Mr. Rohrabacher. I would like to have the privilege of mailing the gentlemen's questions.

Mr. Rohrabacher.

Mr. ROHRABACHER. Dr. Jenkins, what is the dropout rate for high

How many high school students actually finish high school?

Mr. JENKINS. The dropout rate for high school students as we have calculated it, is 42.4 percent over a 4-year period.

I would like to clarify that. You know, some people take that to mean that is a 40-some percent every year, but that is not so. That is the life span of entering high school students and leaving.

We have developed several systems to better track our young people. We really don't believe that it is, in fact, that high. But because of the faulty mechanisms in terms of tracking students, that is the figure that we have posted.

As we come to doing a better job of tracking and accounting for our students and providing remedial programs for them and challenging programs, we hope to see the dropout rate decline.

Mr. BUSH. Congressman, may I also respond to that particular point?

While our records indicate that approximately 6 of our students who enter high school—I am sorry, 6 of 10 who enter high school will actually graduate, the difficulty we have in terms of trying to assess whether or not the remaining 40-some odd percent actually are not in school is rather challenging.

The fact of the matter is that we know that a percentage of that 40 percent will enter our alternative school programs, adult education programs and evening programs. We also know that a percentage or portion of those students have transferred out of the District itself while they are remaining in school.

They may be going to school in Prince Georges County in most instances or someplace else.

As Dr. Jenkins has indicated, it is difficult to give a clear assessment as to the number of students who are actually dropping out of school.

Mr. ROHRABACHER. How much are the estimates?

Do we have 30 percent of the students that enter high school end up as dropping out of the education system altogether?

Mr. BUSH. It is a guesstimate, but we believe it is closer to 26 percent.

Mr. ROHRABACHER. All right; 26 is pretty specific. All right.

Let's take away those 20, 25 to 30 percent of those students who just drop out. What becomes of those people? Are they just street people, or what happens to them? They lack the educational skills. What happens with the rest of their lives?

Mr. BUSH. Well, one other point. I cannot speak ultimately about what happens to them for the rest of their lives, but I will say this, that our records indicate also, and it is a point that we do not often make as a school system, that within 3 to 4 years of dropping out of school, many of these students do return to our school system in our evening adult education programs.

In terms, certainly many of them enter the work force at service level jobs. Many of them remain unemployed for a period of time.

We are now, as Dr. Jenkins has indicated, developing a means by which we can track those students, and we will be able to give, hopefully in the not too distant future, a more definitive statement of what happens to those students.

Mr. ROHRABACHER. Has the dropout rate been going up in recent years, or down?

Mr. JENKINS. The dropout rate, Congressman, has been going up, but that is due to the way we have finally come to calculate and estimate the dropout rate. We started to use recently the department of education's formula for determining the dropout rate, and in years past, our dropout rate was much lower. However, to me that did appear very unrealistic.

We do have a very significant dropout problem that we must address, even at 26, this is significant, and, of course, a 40-percent dropout rate is very significant, and we must develop and design those programs to keep young people in schools.

I mentioned during my testimony that this is the first year that we had a dropout reentry fair, and we had over 300 young people come back to school as a result of that.

Mr. ROHRABACHER. I won't take any more time, Mr. Chairman.

Mr. DYMALLY. No, no, please go ahead.

Mr. ROHRABACHER. What role do you think drugs play in this dropout problem?

Mr. JENKINS. I think that it does play a role. I don't think that the role of drugs and dropping out impacts in an inordinately heavy way. As I have interacted with the police department and other social agencies, I am advised that youngsters who are on drugs, perhaps they might be more prone to drop out because of the instability in their lives. But I would not say that drugs is the primary contributing factor for dropping out of school.

Mr. BUSH. Congressman Rohrabacher, I would simply add to that that we are developing a base of information, a base of data, to suggest that one of the principal reasons that many of our students are leaving schools are for economic reasons, need to support and help out the family, need to provide some income, et cetera, to their families. That seems to be one of the additional considerations that is having an impact on our—on students leaving school also.

Mr. ROHRABACHER. Thank you very much.

Mr. DYMALLY. Just to followup on what Mr. Rohrabacher said, in California, because of our extensive network of community colleges, we are able to arrest some of the dropout situation at a later date, because under California law, if you are over 18, you are permitted to enter the community college at night. So it helps later on when they go into the world of work and discover they can't compete, they come back.

So the average age of the community college now in California is about 26 years old. I raise that because I think that has been a source of controversy in the UDC and this committee.

Mr. JENKINS. I might comment that under the prior administration, at the University of the District of Columbia, we did have plans to implement not a community college as such, but to implement what is called the middle school college, which is a takeoff program out of the LaGuardia College in New York State, and it provides the kind of continuity for those young people who might have dropped out of school.

So we are going to continue to press for that kind of cooperative relationship between the UDC and also Howard University in the future.

Mr. DYMALLY. On that subject, wasn't that project funded?

Mr. JENKINS. The middle college?

Mr. DYMALLY. Yes.

Mr. JENKINS. The middle college was not funded.

Mr. DYMALLY. But a grant was expected from a foundation to assist in that project; was it not?

Mr. JENKINS. It was expected ultimately, but we never raised that to the appropriate level, because of some of the controversies that went on.

Mr. DYMALLY. In closing, Dr. Jenkins, if any one of your colleagues wishes to make a summation, then please do so.

Mr. JENKINS. I would like to go back to the issue of the proposed reduction of $10 million, which is pending in the court of appeals and have our legal counsel speak specifically to some of those issues, Mrs. Cecelia Wirtz.

Ms. WIRTZ. I would like to clarify regarding the statues that we have had the oral argument and we are waiting the decision of the three-judge panel from the Court of Appeals of the District of Columbia. We are optimistic that we will receive that decision before the end of the fiscal year.

Because in the absence of the court issuing a protective order, if you will, equitable jurisdiction to prevent the lapsing of those funds, they will indeed lapse as of September 30.

The court is aware of that situation. It is also aware that if we prevail, as we did at the lower court, that even in that instance, the money may need to be protected, because it takes time to administratively process the outstanding amounts that are due.

Mr. DYMALLY. We have had a similar experience where they lost $50 million because of inability to use it before the time had expired. Also Gramm-Rudman somehow slipped it in, or slipped it out.

Thank you very much.

Mr. JENKINS. Thank you, Mr. Chairman.

Mr. DYMALLY. Mr. West, welcome to this committee. I have another welcome, as vice president of the largest employer in my district, so I have good reason to be in touch with you on subsequent occasions. So we look forward to your testimony, and I look forward to hearing from you after this committee adjourns.

STATEMENT OF TOGO WEST, JR., CHAIRPERSON, D.C. COMMITTEE ON PUBLIC EDUCATION

Mr. WEST. Thank you, Mr. Chairman, and thank you for this invitation.

I believe you have before you already our statement for the record, and so I will not burden your time by going through every line of it. I will make some points, and then will be available for whatever questions you may have.

Thank you for the welcome.

For the record, I will identify myself as Togo West, senior vice president for government relations of Northrop Corp. and chairman designate of the D.C. Committee on Public Education, which is better known as COPE.

Both I and the committee I represent are grateful to you and to the committee for this opportunity to take part of this oversight

hearing and to share the views of COPE and of those COPE representatives on the issues of the D.C. school system, as those issues have been raised in the testimony of the president of the school board and the superintendent before you today and at other times.

If I may be provided the opportunity, I would like to reiterate on a bit of a personal note, once again, our gratitude in this community for the work of Terry Goldman and Carman Turner, our cochairmen who originally received your invitation to participate here. Their efforts have been key to what we have tried to do at COPE.

The successes COPE has enjoyed to date is a function of the extraordinary dedication and commitment that those two individuals have brought to our committee.

After serving as cochairman for the past 2 years, the first 2 years of COPE's existence, Mr. Goldman and Mrs. Turner asked COPE's committee to recommend new legislative officers and it is in that respect that I have been asked to participate along with others.

COPE will act on that recommendation tomorrow at its regular meeting. As you know, D.C. Committee on Public Education was established by the city council in the fall of 1988 at the behest of Dr. Jenkins who testified moments ago, the D.C. superintendent of schools.

In the process, we had the support, and I believe the good wishes, of both the board of education and the elected leadership and appointed leadership of the city, the council, Mayor, and the appointed administrative officials.

The committee itself is a broad-based group that includes more than 75 civic business, educational and religious leaders and parents, every one of whom is committed to the fundamental concept that there must be reform in our city's schools.

COPE spent the better part of 7 months looking at all aspects of the system, from teacher compensation to the nature of the curriculum, to the distressing condition of the system's physical facilities. Our final report, Our Children, Our Future, was issued 15 months ago and contains a set of 25 specific recommendations, which have been broadly enforced, both by the superintendent and the board of education, and have received support from the elected political leaders of the city.

Those recommendations are summarized in the executive summary of that report.

With the issuance of our report, the committee has shifted its focus now to assisting, to prodding, to being helpful, supportive in ways it can to the superintendent and the board of education and the implementation of the recommendations set forth in that final report.

The committee will also periodically provide the public, the ultimate constituency for our efforts, with an objective assessment of the progress that is being made in implementing those recommendations, but more importantly in the ultimate goal; improving the quality of education for the students in the District of Columbia.

If I may, let me give just a few examples of how COPE has worked with the system during the past year. With financial support from COMSAT, the committee is working with the system and a consortium of universities to establish a math and science learning institute for D.C. math and science teachers. The purpose of the

institute is to put on seminars and short courses to enable teachers to improve their skills, and therefore to be able to meet the needs of their students in a more effective manner.

That consortium will also provide leadership training for principals and assistant principals in order to equip them for the added responsibilities that come with school-based management, one of the objectives that we have pushed in our report, and that we think the system is well on the way to adopting.

On another front, with support that COPE helped secure from RGR and Nabisco's school foundation, work is currently underway on planning for a new high school, concentrating on the sciences and mathematics. COPE has negotiated a multi-year commitment from the Rockefeller Foundation to bring Dr. James Comer and his colleagues at Yale Child Study Center to work with D.C. teachers and principals, a program that should foster greater collaboration between schools, the parents and children they serve, the teachers and principals.

COPE has been able to provide this support to the system because of the extraordinary generosity of scores of Washington area businesses and foundations. For example, in the past year COPE has raised nearly $1 million from those private sources. We take that to be evidence not of the activities of COPE or their success, but of the commitment and support that this city enjoys and the business community amount foundations, the increasing awareness in this community of the school system's import to the District.

It is also, of course, to some extent, perhaps a large extent, a vote of confidence in COPE, but I think more importantly, it is a measure of importance the community attaches to this. In looking forward—I am sorry, looking at the system's performance over the past year, we obviously as a committee outside the system must make a distinction between the system's intentions, which we believe are good, and the execution of following through.

Most of COPE's members feel that the system has made a legitimate effort to address what are very tough and difficult issues. For example, the school board has been willing to bite the bullet and take on the issue of facilities closings, a politically difficult issue not just with respect to schools, but with respect to all sorts of public institutions across the country. It is just very difficult to propose to close a public facility and not outrage one constituency or another, but this school board has been willing to take it on.

The superintendent for his part has begun the process of downsizing the central bureaucracy. We believe, however, that far more remains to be done in these areas and many others, if there are to be real changes in the way our system makes its effort to prepare our students for their futures.

We are not mistaken about it, and we trust the community is not either. Real changes occur for the sake of our young people, and thus for the sake of this community. By any reasonable standard, the overall academic performance of D.C. students, quite frankly, is simply not what it should be.

The facilities are old and many are in deplorable condition. We spend entirely too much on overhead in comparison with other major urban school systems, and we have a crying need to reach

out to all, even 3 and 4 years old with developmentally appropriate early childhood programs.

All these issues were covered 15 months ago in detail in our report, "Our Children, Our Future." While the system has expressed support for this reform agenda that COPE and many other groups are promoting, the follow through has still not been all that we hoped for, though it is encouraging.

This, Mr. Chairman, brings me to the final point I will make in these remarks, and that point is about COPE's vision for the future.

At the core of our vision, be it the vision of any organization that hopes to bring about improvements, is a commitment to excellence and an insistence upon high quality in what we offer our school children.

I and the members of COPE readily acknowledge that for some students it is possible that this system performs satisfactorily. But for all too many of our young people, the system simply does not work well enough. I believe, and we believe, that as a community, our expectations of the public schools have been far too low. We have been too willing to settle for not just second best, but simply third or fourth best.

We are to accomplish something here, that must end. We must insist upon quality. We must insist upon top-notch performance, and we must insist on that performance both on the part of school system personnel, and because these are the ultimate beneficiaries of our efforts, on the part of the students themselves.

We at COPE will continue to work with the system. We will continue to try to help to provide resources to support new programs. We will get out and work the business community. We will work the foundation community. We will do what is necessary to try to get that support.

We will also reach out to and work with the larger community to mobilize the support for a first-rate system. But in the final analysis, it is the system itself and those politically charged with responsibility for it, that will have to take the final steps. Even so, we at COPE believe that working together with the system, with the board, with the political leaders of this city, with the Congress, that we can bring about the changes that are necessary. We feel we have no choice.

Thank you.

[The prepared statement of Mr. West with attachments follow:]

STATEMENT OF THE D.C. COMMITTEE ON PUBLIC EDUCATION
BEFORE THE SUBCOMMITTEE ON JUDICIARY AND EDUCATION
COMMITTEE ON THE DISTRICT OF COLUMBIA

Tuesday, September 18, 1990

Mr. Chairman, members of the Subcommittee, the D.C. Committee on Public Education (COPE) appreciates the opportunity to take part in this oversight hearing and to share its views on some of the issues facing the D.C. school system and, more generally, on the importance of strengthening public education in the District of Columbia.

As you may know, the D.C. Committee on Public Education was established by the Federal City Council in the fall of 1988 at the behest of Dr. Andrew Jenkins, the D.C. Superintendent of Schools. The Committee is a broad-based group that includes more than 75 civic, business, educational, and religious leaders and parents, all of whom are committed to fundamental reform in the District's schools. Our Committee spent the better part of seven months looking at all aspects of the school system -- from teacher compensation to the nature of the curriculum to the condition of the system's physical facilities.

The Committee's final report, Our Children, Our Future, which was issued 15 months ago, contains a set of 25 specific

recommendations, which have been broadly endorsed by both the Superintendent and the Board of Education. The recommendations are summarized in the attached Executive Summary of Our Children, Our Future.

With the issuance of its report, the Committee's focus has now shifted to assisting the Superintendent and Board of Education in the implementation of the recommendations set forth in our final report. The Committee also will periodically provide the public with an objective assessment of the progress that is being made in improving the quality of education for students throughout the school system.

Mr. Chairman, as you may know, COPE testified before the D.C. City Council in support of the school system's proposed $600 million budget for FY 1991. We noted in our testimony that the 1991 budget requested virtually all of the funding necessary to implement most of the key recommendations in our report. We believe very strongly --- and we have said this on many occasions -- that education should be a top priority in this community, and it is our judgment that many groups and organizations throughout the District share that view.

To cite but one example of the breadth of support for the schools, when we met last winter with the City Administrator to discuss the school system's budget, our group included, in addition to business and professional leaders, the Church Association for Community Service, an umbrella group representing more than 80 churches in the District; the Urban League; the Committee on Strategies to Reduce Chronic Poverty; and representatives from the Hispanic community.

We believe that a greater investment in our children's education, if managed prudently, is part of the answer to some of the most serious problems that afflict this community -- whether it's the high drop-out rate, teenage pregnancy, drug abuse, or youngsters ill prepared to compete for the kinds of jobs that will become available in the 21st century.

When the revised attendance figures came to light last winter, we wrote to the Chairman of the D.C. City Council's Education Committee and recommended that the budget request be revised downward from $600 million to $583 million.

As you know, when the City Council ultimately acted, it reduced funding for the school system not only by the $17 million attributable to reduced enrollment but by an additional $46 million. Although the 1991 budget passed by the D.C. City Council still includes many of the initiatives that we have endorsed, two of the most important -- an increase in teachers' and administrators' salaries and adequate funding for school repairs -- were eliminated. We are pleased to note that both the House and Senate D.C. Appropriations Subcommittees have seen fit to add funds for pay-as-you-go capital repairs, and we trust that these funds will become available early in the new fiscal year.

With respect to the issue of school repairs, the system has done a far better job this year than in previous years in spending money that is available for repairs. But the backlog of repair needs is tremendous. Our Facilities Subcommittee identified roughly $150 million dollars in deferred maintenance. We're talking about some very serious problems, including such things as overloaded electrical systems, leaking roofs, and fire doors that are inoperative. These are problems that must be dealt with if our children and their teachers are ever to have a safe and decent place in which to learn and work. We simply must

not continue to put off bringing our physical facilities into good repair.

The Committee is not unmindful of the very real budget problems that this City faces. Nevertheless, we believe strongly that our principals and teachers should be paid salaries that are comparable to those of their peers in the suburbs. When we did our study, we discovered that starting salaries in the District lagged considerably behind those in the suburbs and the disparity increases at the upper end of the salary range.

All of us have heard stories of experienced teachers and administrators leaving the District for better paying jobs in the surrounding jurisdictions. But serious as that problem is, the more basic problem is that we have real difficulty attracting a large number of highly qualified candidates in the first place.

In a perfect world, a salary differential of $1,500 to $2,000 for beginning teachers might not make a great deal of difference. But since we live in the real world and since teachers, like the rest of us, pay rent and make car payments and buy groceries, it's not hard to see why a higher salary does

count for something to a young person who is just beginning his or her career in teaching.

Not only are our salaries lower, but our working conditions are far more challenging and there are fewer resources available to support school system personnel. Is it any wonder that Fairfax and Montgomery counties and the City of Alexandria have many more applicants per available job than we do here in the District.

While we are committed to higher salaries, we also want to stress that in return for higher salaries, we think the D.C. Board of Education should insist upon several things in return, including revising the performance evaluation system and lengthening the school day by 1/2 hour so it, too, is comparable to the school day in the suburbs. While 1/2 hour doesn't seem like much time, it adds up to more than 1,000 hours of instructional time over the course of 12 years. We think this is a fair trade off for increased compensation.

In our report, we also make a number of recommendations about teaching, such as instituting a career ladder and improving

in-service training, all of which, in our judgment, would make teaching in the District's schools more attractive. We have also strongly urged the system to adopt and publicize an alternative certification program. There are many qualified persons in this region who would like to teach and who only lack education coursework. States like New Jersey have had great success in attracting highly competent people to the classroom through alternative certification programs, and there is no reason why such a program could not be equally successful in the Nation's Capital.

In our testimony before the Appropriations Subcommittees, we urged the Congress to support three additional initiatives that are recommended in our report and that hold great promise for improving student performance -- expanding the early childhood program so that it reaches more children, upgrading the athletic program and extracurricular activities, and expanding the Comer program to more elementary schools. The rationale for these recommendations is more fully described in the attached Appendix A.

Mr. Chairman, President Bush has often described himself as the education president and we applaud him for that. Many people in this town have taken up the challenge and have made a long-term commitment to the improvement of our City's public schools. We are doing everything in our power to create a climate that is conducive to change.

Inasmuch as our Committee includes many businesspersons, we are pleased to report that we have involved a great many local and national firms in support of our efforts. We have received multi-year, six figure commitments from COMSAT, the Rockefeller Foundation, the Philip Morris Companies, Citibank, and the Next Century Schools Foundation. We also have received contributions from literally scores of companies and professional firms in the Washington metropolitan area and from local foundations such as the Meyer Foundation, the Cafritz Foundation, the Philip Graham Fund, the Strong Foundation, and the Kiplinger Foundation. We are greatly encouraged by the level and breadth of support from the local corporate community, as well as from Washington-area foundations, but we must look to the Congress to provide the additional resources that will mean so much to our school system and to our City.

I would hasten to add that we're well aware that more money is not the whole answer. In fact, in our report, we make many suggestions for structural reforms that cost nothing and we know that they are at least as important as additional resources. The report recognizes that in a time of diminishing resources, both Federal and local, it is incumbent upon the leadership of the school system to make the hard choices. More underutilized schools will need to be closed and the central bureaucracy must be reduced by hundreds of positions. Having said that, there can be no doubt that our teachers and principals are underpaid relative to their peers in the Washington region and the absolutely pathetic conditions in our aging buildings are well know to everyone. Dealing with those issues will require a substantial infusion of new funds.

There is plenty of work to be done and we pledge to you our continuing support for fundamental changes in our schools.

Mr. Chairman, the D.C. Committee on Public Education appreciates the opportunity to share its views with you and your colleagues.

June 20, 1990

PRELIMINARY DRAFT
SPECIAL FEDERAL APPROPRIATION FOR D.C. PUBLIC SCHOOLS
(in 000s)

	FY 1991	FY 1992	FY 1993	FY 1994
Additional Compensation for Teachers and Principals	36,000	37,500	39,000	41,600
Pay-as-you-go Capital Funds	10,000	12,000	15,000	18,000
Improvements to Athletics and Extra-Curricular Activities	500	700	900	1,100
Expand Comer Program to Additional Schools	--	325	500	520
Expand Early Childhood Program	1,000	1,500	2,000	2,200
TOTAL	47,500	52,025	57,400	63,4202

ATTACHMENT A

A FOUR-YEAR PLAN FOR A SPECIAL FEDERAL INITIATIVE IN SUPPORT OF REFORMS TO REVITALIZE THE D.C. PUBLIC SCHOOLS

As part of a special Federal initiative for the D.C. Public Schools, the D.C. Committee on Public Education (Committee) recommends the following five elements on the basis that:

- Each is key to the reform of the D.C. Public Schools and all are core recommendations in the Committee's report, Our Children, Our Future, which has been broadly endorsed by the school system, the District Government, the business community, parents, and local civic, religious, and educational leaders.
- With the exception of the first-year salary increases for teachers/principals, the Federal funds that would be provided will be more than matched by District and private funds.
- These are concrete, substantive programs whose implementation can be assessed and measured.
- Private sector experts will be involved in these efforts and will help to monitor the school system's performance.

1. Competitive Salaries for Teachers and Principals in Exchange for a Longer School Day and a More Effective Teacher Evaluation System

The Committee's evaluation of the D.C. Public Schools concluded that the applicant pool for teacher positions is too small to enable the school system to be selective. The Committee also noted that the school system has, and will continue to have, major problems in attracting and retaining a high quality workforce because of the significant salary gap between the District and its suburbs, substandard working conditions, and the lack of financial incentives for high-quality performance.

D.C. teachers' salaries for school year 1990-1991 are approximately 12% lower than the average salaries paid teachers of similar experience and qualifications in the Washington suburbs. The salaries are about 18% lower than in the highest paying suburbs.

The Committee similarly found that District principals need to be paid competitive salaries. Principals' salaries in the District for school year 1990-1991 are approximately 16% lower than the suburban average, and 28% below the highest suburban levels.

The Committee found that the current teacher evaluation system does not function properly to address the problem of teachers who are not performing satisfactorily in the classroom. The Committee also believes that District children need to spend more time in school. The student school day in the District is one-half hour to one hour shorter than the school day in the surrounding suburbs.

The teacher evaluation system, the length of the workday, and the salary schedule are determined through the collective bargaining process, which has just begun for a new contract that will cover the next three years. In the collective bargaining process, the school system is seeking an increase of one-half hour in the teacher workday and a return of final authority over the teacher evaluation system to the Superintendent.

Calculation

The $36 million that is being sought would cover pay increases for teachers and principals but would be sufficient only to increase salaries to the average suburban level. Based on the seniority distribution of the current workforce, raising teachers' salaries will cost $2.6 million for each percentage point increase; raising principals' salaries will cost $320,000 for each percentage point increase.

	Percentage points needed to reach suburban average		Cost per percentage point		Total
Teachers	12	x	$2.6 M	=	$31 M
Principals	16	x	$320 K	=	$ 5 M
Total					$36 M

The Committee's calculation of costs in the out-years represents the FY 1991 cost of $36 million increased by an assumed rate of inflation of 4%

in subsequent years. Any increases beyond inflation would be funded from the District's regular revenues.

The Committee expects that award of salary increases at these levels will be contingent upon acceptance of the longer workday and revamping of the evaluation system.

2. Building Repairs to Correct Fire and Building Code Violations

Building experts who examined all the District's school buildings during 1989 for the Committee identified a $150 million backlog in needed repairs. Fire Department inspections of 94 schools in the same year found over 4,300 Fire Code violations including missing or defective fire doors and fire extinguishers, malfunctioning fire alarm systems, and exits barred or chained to secure defective exterior doors.

For FY 1991, the District has proposed $22 million in capital expenditures in the CIP and $10 million in pay-as-you-go capital funds. The Committee urges a matching Federal appropriation of $10 million to be used for high priority emergency repairs. If the Federal government gradually increases its special contribution to $18 million by FY 1994 and the District similarly increases its proposed level of effort, the system could substantially reduce its current backlog without neglecting ongoing preventive maintenance.

3. Revival of Athletics and Extra-Curricular Activities in Junior and Senior High Schools

The Committee's report noted that few before and after-school activities are available to District public school students, that participation is minimal, and that the overall quality of the programs is low. One of the principal reasons for this situation is that coaches and faculty sponsors are either poorly paid or not paid at all. The Committee believes that such athletics and extracurricular activities contribute significantly to a student's education and sense of accomplishment.

The City's FY 1991 budget proposes an increase of $2.5 million for upgrading equipment, supplies, medical coverage, and other aspects of the

athletic program. An additional $500,000 is designated for increasing stipends to coaches and faculty sponsors. Federal funds matching the stipend increase would enable current stipends to be increased to amounts typically paid in the suburbs, as well as enabling the system to pay an additional 150 coaches or sponsors in order to provide additional after-school activities.

4. Staff to Expand the Comer Program to Additional Schools

The program designed by Dr. James Comer of Yale University that focuses on children's social and psychological growth as well as their educational needs recently has received widespread national attention.

The Committee received a multi-year grant from the Rockefeller Foundation to support implementation of the Comer program in the District. With the enthusiastic support of the D.C. Public Schools, the Comer program is being introduced at 12 D.C. elementary schools next year. Rockefeller is contributing $125,000 in each of the next four years, while the school system has added to its base budget $300,000 to hire 10 social and mental health workers.

The Committee proposes that Federal funding be provided so that 10 additional mental health team members can be added in FY 1992 and 5 more the following year. The total of 25 "Comer staff" funded by combined District and Federal resources would enable the Comer program to be expanded to 25 schools by FY 1994.

5. Expansion of Early Childhood Programs

The District has been a national leader in making full-day school programs available to several thousand four-year-olds. Nonetheless, the Committee's evaluation concluded that the program is uneven in quality and it noted that at least 1,000 at-risk children are not served by any early childhood program. In 1989-1990, the system had a waiting list of 500 children who were unable to attend pre-kindergarten programs for lack of space.

The District is addressing quality concerns by providing funding to upgrade equipment and supplies to minimum standards and by reducing the pupil/adult ratio to 10/1, which is an acceptable level. Total District funds budgeted for increases to meet minimum standards next year are $3.1 million. The Committee is seeking an additional $200,000 from private sources to fund several early childhood demonstration centers.

A commitment of $1 million in Federal funds would enable the District to serve an additional 200 four-year-olds, and would include the one-time costs of preparing the facilities and purchasing equipment, as well as ongoing costs of teachers, aides, and classroom supplies and materials. Increasing that amount to $1.5 million in FY 1992 and $2 million in FY 1993 would bring the number of additional children served to 500, which is approximately half those currently covered by no program at all.

OUR CHILDREN, OUR FUTURE

District of Columbia
Committee on Public Education

June 1989

WE HAVE REASONS TO BE POSITIVE

- Schools are Safe and Functioning Even in Difficult Neighborhoods
- Pockets of Excellence
- System is Relatively Small (88,000 Students)
- Other Similar Urban School Systems are Making Progress

OUR COMMUNITY FACES A DIFFICULT CHALLENGE

DROP OUT RATE: 40%

NATIONAL TEST RESULTS: 33rd Percentile (11th Grade)

AVG. HIGH SCHOOL GPA: 1.73 (2.00 = "C")

MAJOR PROBLEMS CONFRONTING SCHOOLS:

Student Nutrition	Teenage Pregnancy
School Safety	Parental Substance Abuse
Student Health	Drug Related Learning Disabilities
Home Stability	Family Stability
Homelessness	Latch Key Kids

OUR SCHOOLS MUST BE REDESIGNED TO MEET THE NEEDS OF OUR AT-RISK CHILDREN

- Fall Behind Early/Experience Classroom Failure Frequently
- School is not Engaging or Fun
- Few Life Experiences Beyond Neighborhood
- Low Self-Esteem; Limited Vision of Future
- Small Number of Effective Role Models

OUR CHILDREN NEED TO GET OFF TO A BETTER START

- Expand Early Childhood Program to Reach All At-Risk 3 Year Olds
- Get Parents Involved
- Provide a High Quality Early Childhood Program

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OUR CHILDREN NEED MORE OF OUR TIME AND SUPPORT

EXPAND SCHOOL DAY

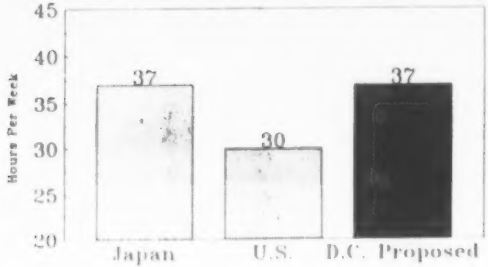
- A Positive Alternative for Latch-Key Children
- Mandatory Remediation
- Study Hall
- Clubs, Sports, Enrichment

EXPAND SCHOOL YEAR

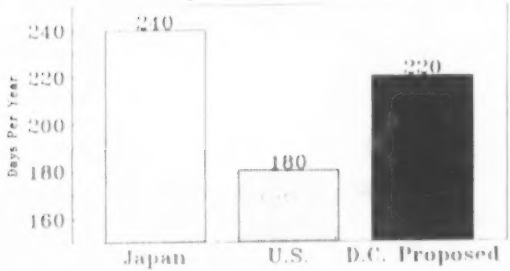
- Keeps Kids Off The Street
- Enrichment (Museums, Computer Camps, Etc.)
- Mandatory Remediation
- Afternmoon Recreation Program

EXPAND SCHOOL DAY AND SCHOOL YEAR

Hours Per Week



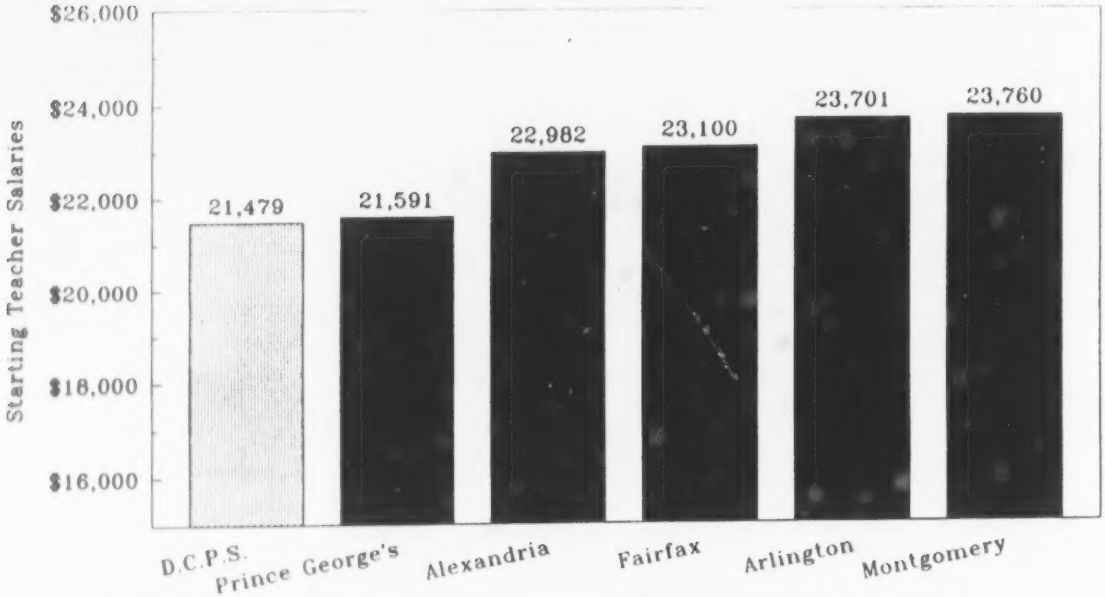
Days in School



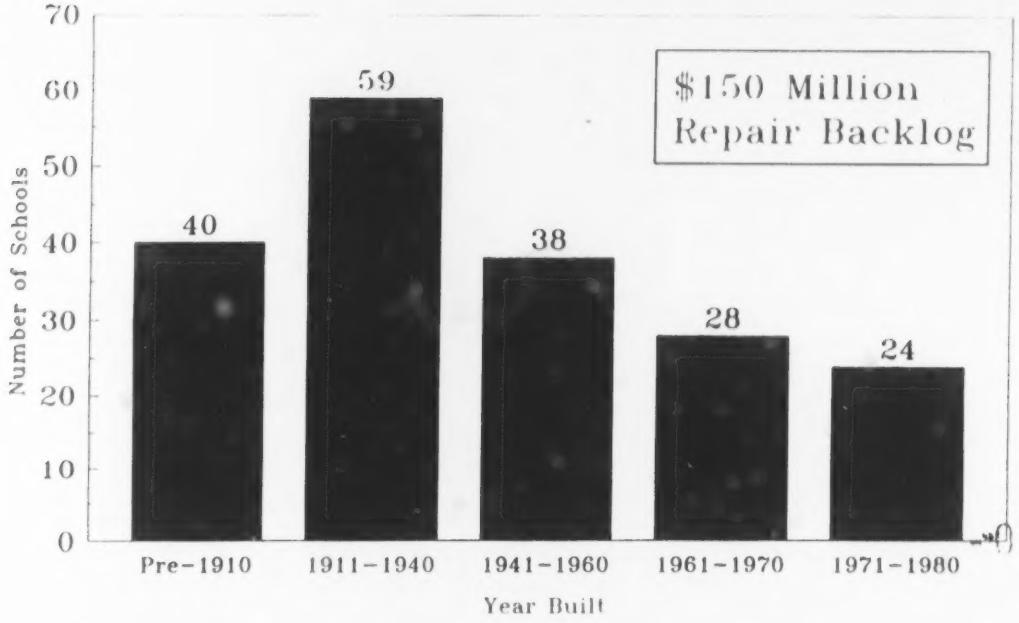
OUR SCHOOLS CAN BE MORE INTERESTING AND CHALLENGING

- ENRICH SCHOOL CURRICULUM
  - Music
  - Art
  - Physical Education
  - World History
  - Lab Science (From 1 to 2 Years)
  - Language (From 1 to 2 Years)
  - Science
  - Algebra
- TRAIN TEACHERS IN NEW METHODS FOR ENGAGING AT-RISK STUDENTS
- ESTABLISH HONORS PROGRAM
- PROVIDE AFRICAN-AMERICAN/MULTICULTURAL PROGRAM

TEACHERS ARE THE HEART OF A GOOD SCHOOL SYSTEM

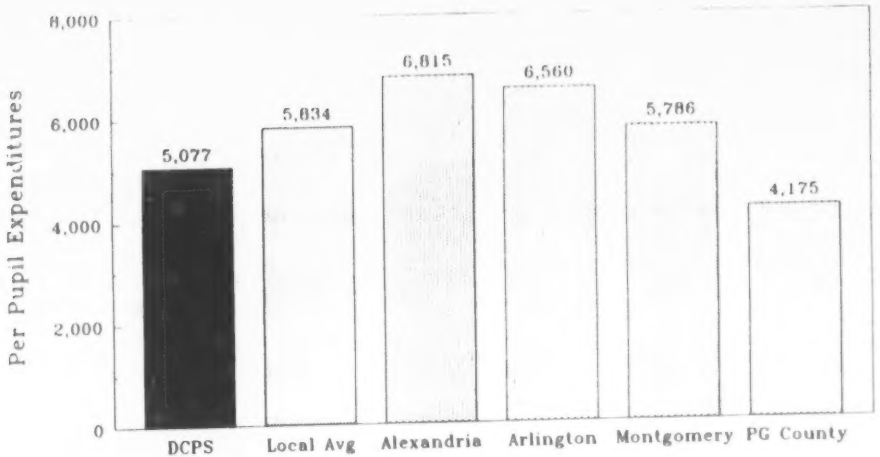


OUR SCHOOLS MUST BE REPAIRED



Source: DCPS

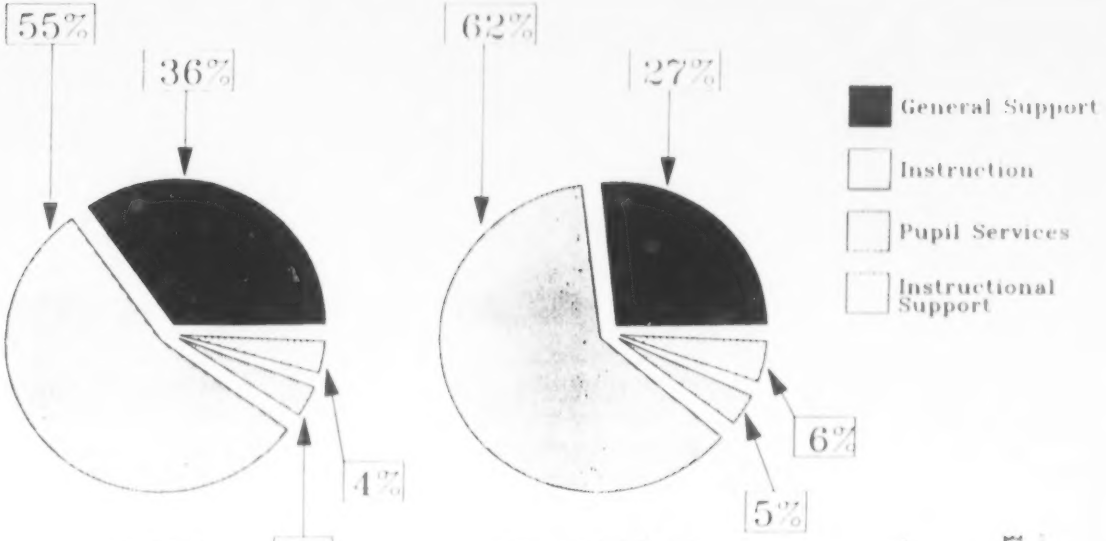
D.C. SPENDS LESS PER STUDENT THAN SUBURBS



Expenditures were adjusted to exclude food service, transportation, capital equipment outlays, debt service, tax reserves, and state agency functions.

Source: Peat Marwick

SPEND MORE ON CHILDREN – LESS ON OVERHEAD

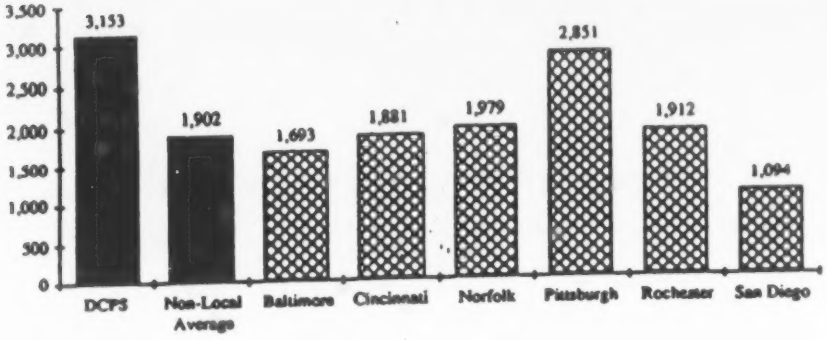


D.C.P.S.

Successful Urban School Systems

Source: Peat Marwick

COMPARATIVE STAFFING ALL NON-SCHOOL BASED PERSONNEL
TO SERVE DCPS STUDENT POPULATION (Non-local)



DCPS employs over 1,251 more non-school based staff to support its student population than the average of non-local school districts to support the same student population

Note: This excludes all school based personnel (teachers, counselors, aides) and the state service functions, transportation, and facility maintenance

COST OF RECOMMENDATIONS*

(Millions of 1989 Dollars)

Base Budget (1990)	$571
New Programs	$ 82
Cost Savings	$-11
New Federal Programs	$- 4
Proposed Budget	$638

(Percent Increase: 12%)

* - Implementation phased-in over five years
Cost increase to be shared equally by
District and Federal Government

Mr. DYMALLY. Mr. West, I don't know if you are aware that last week the aerospace industry and the California State University system opened up the first math and science high school on the campus in my district, and it is funded by the, what we call ADA, and Rockwell, GRW, and I think Northrop also, that have all contributed to the school. We hope eventually to have the students as residents on campus when enough funds are found.

So I was pleased to hear about your recommendation to have a science and math high school in the District of Columbia. It would seem to me that given the two very important universities we have here in the District, that some consortium ought to be developed with those schools, because that is the way it is operating in California.

Question: What has been the response of the teachers and peers to your recent report?

Mr. WEST. Let me say that the support has been—the report has been supported enthusiastically, both by the two groups you named and by the community at large. To some extent, Mr. Chairman, that is not surprising. In preparing the report some 15 months ago, the effort by COPE was made to reach out to all elements, all interested elements of the community and make sure that we understood their perceptions as to what things needed to be done.

So that much—that is in the report is not new to COPE, but is in many ways an amalgamation of just what those groups and others have thought was important.

Mr. DYMALLY. You made mention of private sector assistance. Is that assistance earmarked for a particular enrichment program or for general operations?

Mr. WEST. Some is earmarked for specific programs. For example, and some—there has been some private sector assistance, for example, with respect to the whole distressing issue of facilities. Businesses in the area provided people who actually did the assessments in terms of trying to look at every school, at every facility and to see what things needed to be done and to come up with some plans to do it.

At the same time, with respect to financial commitments, for example, funds from certain of the businesses have been earmarked to specific programs. We by and large try to work that out with an understanding of the system of where we can best be helpful.

Mr. DYMALLY. What is the relationship between COPE with the school system and the D.C. City Council? Do you have a congenial relationship?

Mr. WEST. Over 2 years we have a continuing relationship, and I think as in any relationship, things come and go. At the start we were created at the behest of the superintendent of public schools, Dr. Jenkins, and from the start he and his staff have always been close to us.

By the same token, the school board is ultimately politically responsible in the District of Columbia for setting policy and for setting budget. The school board spent, I think, one or two different 2-day retreats with COPE before we issued the final report while it was in draft, and again listened and offered reactions and endorsed it thereafter.

The school board has, from that point on, which is a year ago, always been cooperative with us. As for political authorities, the council, the two elected authorities, on several occasions we have appeared before Mrs. Mason's committee and we have also held sessions individually and in groups with members of the council to keep them apprised of our efforts.

I think it is fair to say that even though in every relationship there should be some high points and low points, ours has been one of consistently good assistance and cooperation. That is not to say that on every issue everyone has agreed with us. You would not believe it, it would not be credible if I would make that assertion.

But I think it is fair to say that they have dealt fairly with us and have been responsive and helpful.

Mr. DYMALLY. Do you have a full-time staff, COPE?

Mr. WEST. We have a small full-time staff. We have had two people on a continuing basis.

Recently, we selected a very distinguished gentleman, Dr. Conrad Snowden, who is presently at Atlanta University to come and be the executive director. He is present. I saw him present in the audience. I haven't had a chance to say hello to him. He is present here today. He will be with us full time in, I believe, October.

Mr. DYMALLY. Now, since the report has been issued, is any specific item in the report that you could single out with some propriety and say this is one item that is all settled?

Mr. WEST. I think there are several I would single out, actually. I think, though, two of them I mentioned in my comments, unfortunately, don't think that they are settled. I doubt if it is fair to say they are settled.

We have been most concerned about facilities. There is a very distressing problem there. But COPE has put a lot of effort into this, and we believe, we hope we are beginning to see signs that the system is going to be able to do something there, too.

You know, we have all seen the movie, "Stand By Me" in which a school principal, among other things, is confronted with making a choice between two very stark alternatives, the security of the school by locking the doors, the security of the students by making sure there is an escape there for fire purposes. No principal should have to make that kind of choice. We need to fund and to get done whatever it will take to provide secure doors that meet the fire code.

We understand that is a very difficult issue for the system, but we believe they are focusing on it and it has to be dealt with.

Facilities, down-sizing of the central bureaucracy has been of some importance to COPE in terms of effective and efficient use of funds. Again, it is an issue on which some start has been made and where we think more can be done.

In terms of something finally accomplished, the system has had a number of successes with respect to awards for its school, the next century's fund. It has made what we think is a very important start with the Comer Program at school-based management.

So those are some things I would single out as not completed success stories, Mr. Chairman, as potential success stories if more is done and the spirit of improvement continues.

Mr. DYMALLY. I found your report to be very impressive, and Dr. Jenkins' testimony to be very forthright.

Two things in his testimony bothered me. One is the cries that we face in urban schools, and his testimony on the budget crunch sounded as if I were in Compton, California. Because it is essentially the same problem they are experiencing with reference to capital improvement.

The superintendent of schools who was under the roof of a school to inspect fell in. It just fell right through the building, and there has been funds at least over the last 10 years that I know of to improve the school system.

The biggest break came when the voters approved a proposition to provide additional funds for the school system and for the first time in the 10 years I have been representing Compton, there is not a strike. Those extra funds were provided by the people of the State, and we were able to alleviate the crisis.

The other one, of course, which he mentioned which you highlighted in your report was the dropout rate.

Mr. WEST. Well, the best I can say with respect to the dropout rate, taking the last first, is that the number we work with, that 40 percent of those who enter ninth grade and don't graduate is about the only number that I know that I can have confidence in.

Any dropout rate, any suggestion that we start students along the road and they don't finish is distressing. So 5 percent is distressing, 10 percent; 40 percent is not acceptable.

I think we at COPE, and I personally look at it in this respect, Mr. Chairman, the schools are the way in which our young are prepared for their responsibilities and their privileges as citizens of this country. It is in the public schools through education in general that they are enabled to read, to count, to do the things that will enable them to vote, to make discerning choices before they vote, to comply with instructions, to fill out application forms, to do the job of getting along. If we are having 40 percent of our students who are not able to get through to the certification that says that they are prepared, as prepared as our public system can make them to do that, then we are in a distressing situation.

In terms of whether we are seeing improvement in the dropout rate or whether there is going to be improvement, we at COPE believe that it all starts there in the school.

Obviously, our teachers and our principals are working in this urban area as in other urban areas under very difficult and trying situations. Many of them have only the time to be disciplinarians in the classroom.

Principals are worried about security as well as the program. I think all of these which distract them from the ability to concentrate on what their students are doing can contribute to the rate.

I heard your question to Dr. Jenkins and to Mr. Bush about whether the dropout rate is increasing or not, whether it is improving or not, and what it all means.

From our point of view at COPE, whether it is increasing or falling off may be a temporary measure of some incremental improvement. But the big point for us is that it is there and it is big and it is unacceptable, and that is what we have to work at.

The size of a few points here and there is less important than the fact that we are facing what amounts to a crisis in our city.

Mr. DYMALLY. Well, we have a political financial problem in the school system. If COPE had an opportunity to relocate funds, where would you distribute them?

Mr. WEST. Within the system in terms of the priorities of things to be done?

Mr. DYMALLY. Yes.

Mr. WEST. Well, I think there are a couple of things that COPE has emphasized. I don't want to beat a dead horse, but we think there are a lot of parents in this city who are rightfully, not just outraged, but actually quite fearful of the facility situation. We believe that a great deal of money has been made available in the budget that should help to begin to address the facility issue, and in that many respects for the moment, it is a question of making sure that that money is applied and the work is underway.

Even so, long-term improvement and continued improvement of facilities is as expensive as anything that one can do in the system. We think that we would put a priority on continuing to make sure that there is sufficient money in every budget to keep the facilities' improvement program underway.

Second, as I said before, our teachers and principals face a daunting task. They probably, and I know I am going to hear about this from the suburban jurisdictions, have a harder job than their suburban counterparts. They go every day to facilities that are less attractive. They go into areas where the students are coming from homes that may or may not be supported. They have tremendous toll on their time and energy, and we expect them at the same time to try to be creative and to concentrate on the principal job, which is educating the students.

They are underpaid with respect to their colleagues in the region. COPE has recommended improvements in pay for teachers and principals linked to the willingness of teachers to be part of a longer work day, to agree to stiffer certification and stiffer evaluation. We would then put money into teachers' and principals' pay.

I think those are some of the key issues that confront us right now and that we have tried to make to the appropriations committee as well.

Mr. DYMALLY. Two final questions.

I note in your report, I note the recommendation of a comparison of the length of school day that the District of Columbia uses.

Are you advocating a lengthening of the school year in your report?

Mr. WEST. I think COPE believes that more time in school for students on a daily basis and on an annual basis is warranted.

In terms of how best to phase that in, yes, but I think there is no doubt in COPE's mind that our children need more time in school.

Mr. DYMALLY. One final question, and this is a sociological question. What effect do you think drugs, unemployment, and all the other social ills have on the dropout rate?

Mr. WEST. On the dropout rate?

Mr. DYMALLY. Yes, sir.

Mr. WEST. Well, our schools are a portion of our society. They are affected by the same currents that affect our society.

Drugs, poor housing, poverty, because they erode so much of what we are able to do in other areas, obviously eroded what we can do in public schools.

I think that from our point of view that the presence of drugs in neighborhoods, in the streets, has some play, but I am not able to say exactly what amount of impact it would have on the dropout rate. It seems to me it would work this way, Mr. Chairman, if we are talking about youngsters who come from neighborhoods in which the lesson they learn every day is that there is a faster, easier, more effective way to get a stake in this society, to get assets, to get stature, to get recognition, and if some of their—some of the apparently successful people on those blocks are engaged in an activity other than going to school, it may well have that impression on them. It is the seductiveness of something to do, other than go to school.

That is what I mean when I say that our teachers and our principals in the urban area are engaged in trying to educate under very trying circumstances. They are the role model alternatives, along with parents and others in the neighborhood, to what they are seeing on the corners.

So I would say there is some impact. I would say it is much like the impact of any other illicit activity that offers the opportunity to succeed the easy way.

Mr. DYMALLY. Since we do not have time to ask you all the questions we want to, we would like to have the privilege of mailing COPE the rest of the questions we have for you.

We thank you very much for your testimony.

Mr. WEST. Thank you, sir.

Mr. Simons was unable to attend. We have a statement which we will enter into the record from the Teachers Union.

[The prepared statement of Mr. Simons follows:]

Washington Teachers' Union

1010 15th Street, NW, Suite 865, Washington, DC 20005
(202) 682-2472

William H. Simons
President

Vice Presidents

Recording Secretary

Members-at-Large

Board of Trustees

WTU Chapter Presidents

September 18, 1990

The Judiciary and Education Subcommittee of
the Committee on the District of Columbia
United States House of Representatives
Room 1310 Longworth House Office Building
Washington, D.C. 20015

Gentlemen:

I am William H. Simons, President of the Washington Teachers' Union. The Union is the collective bargaining agent for the more than 6000 teachers in the District of Columbia. The Union is aware of your responsibility as members of the Committee on the District of Columbia. The union is also positive that you feel as it does that this is one responsibility which you would like to shed. However, until that day arrives when the citizens of the District of Columbia are granted the same rights as the citizens of the fifty states - full self government - you must fulfill this onerous duty of performing oversight of the activities of this city.

Before presenting comments of the state of education in the public schools of this city, I would like to note that I have been an intricate part of the public schools since entering the first grade at the John F. Cook Elementary in September 1929. My journey through the system included stops at Shaw Junior High School, Dunbar Senior High School and Miner Teachers College. My tenure as a teacher of social studies at the Banneker Junior High School began September 1, 1947, and ended December 5, 1965, when I became full time president of the Union, a position I have held except for a brief hiatus July 1, 1985 to June 30 1987.

The Union has been the bargaining agent for the teachers in the District of Columbia since April 26, 1967. During the period from 1967 to 1987 there have been eight Agreements negotiated with the Board of Education. Most of them have been concluded across the bargaining table with a minimum of rancor. The Union points with pride to the fact that since 1974 it has provided fifty-two graduates from the high schools with scholarships to assist in the pursuit of a college education.

There have been many studies of the public schools in this district. The Strayer Report done in the 1950's, the report under the auspices of a former member of the House of Representatives, Roman Pucinski, the Clark Report, the Passow Study and the most recent study, Our Children Our Future, completed in June 1989 by the D.C. Committee on Public Education. There probably have been others over the course of time.

Most of the reports had one common theme, the need to expend more funds on the public schools. The most recent study by the D.C. Committee on Public Education emphasized that $150 million is needed for a modernization program to eliminate the backlog in deferred maintenance and repairs. Thirty million is needed for air conditioning if schools are to operate an extensive summer program. In addition, the operating budget should be increased 60% over the next five years.

It has been said many times that spending more money on public education won't solve all of the problems. That may well be true in a sense, but without it there is little chance that improvements will be made. This fiscal year which is just about to close provides a classic example of what a shortfall of money will do. In the spring of this year the Board of Education had its budget reduced by $7.8 million by the Mayor. This reduction wreaked havoc with the proposed extended summer school program. Currently the Board of Education is in a court struggle trying to prevent the Mayor from reclaiming $10.8 from the current budget. This has sent shock waves throughout the system with rumors of layoffs and/or furloughs abound.

This year the Board of Education established the school calendar with the beginning of the work year for teachers on August 27, 1990. This was a departure from previous years. It also said that teachers would not receive pay for the week in August until December 1, 1990, four months after the work had been performed. It doesn't take a genius to understand what this has done to the morale of the teaching staff.

FY '91 had the semblance of being a good year financially for the school system. The Mayor in his

initial presentation of the budget had included the full funding of the request submitted by the Board of Education. Initially there was some sentiment among members of the Council of the District of Columbia to support this request. There of course was some reluctance especially among those members seeking reelection and wanted to avoid a tax increase at all costs. However, whatever aura of good feeling which existed rapidly dissipated when it was discovered that the student population upon which the budget was premised had been grossly overstated. Not only was the budget reduced by the Council to bring it in line with the amended count of the student population, but it withheld monies which were to be earmarked for salary increases for teachers. It will require a supplemental budget request before the negotiated salaries can be paid. This of course is an "added boost" to teacher morale.

The lack of funds or glitches in the handling thereof causes other problems which affect the delivery of instructional services. Building maintenance or the lack thereof forces a number of adjustments to be made. There are the perennial problems connected with the obtainment of textbooks, supplies and equipment. All of these factors do impact upon the teacher's ability to implement an effective instructional program.

In spite of all of the adversities the District of Columbia Public School system should be given an above average rating. A variety of opportunities are provided to the students through such programs as the pre-engineering, banking and commerce, teaching careers, mathematics and science, the Ellington School of the Arts and the Banneker Academic High School. The above listing is by no means exhaustive. It might be noted that a new program, Careers in Public Service, was inaugurated at Anacostia High School earlier this month. In the developmental stage are the Afro-Centric Curriculum, the Mathematics and Science High School, and the magnet schools for the junior high school students. Many of these programs have been made possible by grants from the business community.

While the overall rating is above average there are many problems which prevent the rating of superior from

being bestowed. Special education programs are not meeting the needs of all of the students in need of special services. In a recent edition of Washington City Paper an article, The Special Ed Sweepstakes," by Rita Williams a detailed account was given of how 600 disabled (students) won $30 million worth of education at some of the most expensive private schools in the country. One of the causes of this phenomenon is the fifty day limitation to process the student and to develop an IEP. This places an onerous burden on those who have to carry out this function.

The overall program of the public schools suffers because of the lack of funds to support its athletic and other extra curricular programs. Many of the athletic facilities are substandard as well as the equipment and uniforms for students. In addition several athletic events had to be postponed last year because of the lack of trained medical personnel in attendance.

There is one final aspect of the operation of the public schools which must be noted. There is a lack of understanding of the role of a member of the Board of Education on the part of some members. Their incessant interference into the daily operations of the school system especially as it relates to personnel is most disruptive.

In closing the Union wishes to express its appreciation to the Committee for providing the opportunity to present its comments on the District of Columbia Public Schools. The Union has always had the best interests of the schools and its service to students as a primary objective. In its Constitution and By-Laws one of the purposes stated is: "To raise the standards of the teaching profession by insuring and promoting conditions vital to effective service for all pupils." The Union proudly accepts the challenge put forth in the recommendations of the D.C. COPE Committee which states: "The teachers' union must be an active participant in the effort to improve schools. The union must be a true partner in developing improvements throughout the school system."

STATEMENT OF HOWARD BROWN, DIRECTOR, ACCORD PROJECT, ANACOSTIA HIGH SCHOOL; DELABIAN RICE-THURSTON, EXECUTIVE DIRECTOR, PARENTS UNITED FOR THE D.C. PUBLIC SCHOOLS; AND BETTY BENJAMIN, PRESIDENT, D.C. CONGRESS OF PARENTS AND TEACHERS

STATEMENT OF HOWARD BROWN

Mr. BROWN. Mr. Eichberg is unable to be here today, and has asked me to present the remarks, both on my behalf and on his.

Mr. DYMALLY. Let me ask the students to take a seat.

We are pleased to welcome the students from the District of Columbia school system.

Mr. Brown, you represent Mr. Eichberg of the District of Columbia public schools foundation. Identify yourself for the record.

Mr. BROWN. I am Howard Brown. I am the coordinator for Project Accord in the District of Columbia public schools.

Thank you for inviting us to testify with regard to Project Accord.

Project Accord's main goal is to meet the requirements which the United States Congress set for it in the conference report: The conferees agreed that the program should be a career employment program to ensure that the basis academic and employability skills of DCPS students would be addressed. Each center was to include a state-of-the-art basic academic computer course in conjunction with employability, a reality therapy and learning style research motivation component, and a community service learning component using volunteer mentors.

Project Accord is administered by a coordinator and an assistant coordinator. It is supported by a secretary and three lead technicians. Each laboratory requires a program assistant to ensure that technical expertise in program delivery does not become an extra task for instructional personnel. The District of Columbia public schools continues to support Project Accord by providing adequate staffing so that program implementation is smooth. Project Accord's offices are located at Anacostia High School, which also houses the demonstration laboratory where interested persons may review project implementation.

Project Accord is delivered to all 11th grade students in the target schools. At each target site, state-of-the-art computer laboratories using the most current integrated learning systems are operational. The number of stations per school site is 60, which allows services to be delivered to a minimum of 420 students daily.

Students are assigned to the laboratory at the same period daily, allowing for 180 hours of individualized instruction in a school year. Students are supervised by teaching personnel who are assigned to the class.

Teachers come from all teaching disciplines within the school; their job during this period, however, is to help the students when they have questions or problems in the basic skills of reading and mathematics as they work through the curriculum provided by Jostens Learning Corp.

Also supporting laboratory operations is a program assistant, highly trained in the workings of the local area network, whose job it is to see to it that the courseware is delivered in as smooth a

manner as possible. In this manner, the instructor is able to devote attention to the students themselves, rather than to the intricacies of the technology which delivers the courseware.

Students are placed in the software using the basic skills inventory, a computer-adaptive test which finds the appropriate learning level for each student. Having been placed at the proper level, students begin to work at their achieved levels and continue to do so on an individual basis throughout the year. Lessons tests, unit tests, and copious individual data are collected online for each student; teachers use such information to ensure that students are properly placed and are progressing as well as they may.

We have extended the use of Project Accord's services to the special education population. We have also found it useful with the Hispanic population in a quasi-ESL situation.

As work on the program design began, a philosophical decision was made designed to ensure that: One, the program demonstrate the proper use of technology as a means to deliver instruction; two, the program produce product which might be used in replication activities; three, the program model be flexible enough to become a part of instructional activities in many different settings; four, the products be fit for national distribution to serve junior high school, high school, and adult populations.

After an exhaustive search for computer-assisted instructional materials in the basic skills areas of reading, mathematics, and writing, we settled on the materials developed by the Jostens Learning Corp. as those most appropriate for use in Project Accord.

Review of the reading and mathematics achieved grade level performance of students entering grade 11 at the two initial sites convinced us that they could profit from these materials. Additionally, the District of Columbia public schools, through it chapter I office, had commissioned an enhancement to the off-the-shelf product which further demonstrated its utility. Because of the pilot nature of Project Accord and because of the promise that this approach had for increasing the basic skills of Project Accord participants, the Jostens Learning Corp. has contributed the courseware and software maintenance costs to Project Accord, constituting private sector contributions in excess of $400,000.

This philosophy resulted in a more deliberate pace for program implementation because the products to be used had to be developed in the appropriate media before they could be employed with students. Accordingly, we commissioned the Jostens Learning Corp. with creating a series of computer-assisted lessons in employability. The employability characteristics determined by employers to be most important in entry-level employees are: dependability—punctuality, attendance, and diligence; positive attitude—motivation, compliance, and cooperation; and positive image—dress, grooming, and manner.

Using these characteristics as a guide, Jostens created 20 computer-assisted lessons in employability. These lessons are delivered individually to students in a computer-assisted environment over a local area network. Work on these lessons was completed in January 1990, and the resulting product is excellent. The product is now available nationally as part of the Jostens At-Risk software.

This product speaks to the reality therapy component mentioned in the conference report. Using the same employability characteristics listed above, we determined that a product using the medium of interactive videodisk would be appropriate. Work with youth and adults in the area of employability showed that many of those persons placed in jobs who later lost their jobs did not do so owing to lack of skills, but rather because they did not demonstrate the characteristics necessary for retaining employment.

Using the interactive videodisk medium allows participants to see both these behaviors which result in job retention and those which do not. They are able to do so under the guidance of a teacher who can discuss with them the issues raised in the presentation. The program stops at strategic points to allow participants to think about the consequences of the behaviors they have just seen on job retention for the workers in the video segments, and/or to indicate their own choices as to how they would behave in a given situation. This process produces lively discussion among participants and allows regular opportunity for the instructor to demonstrate to them what employers think about the workplace behaviors of their employees.

The scope of this product is the completion of seven videodisks, each one of which focuses on the employability characteristics mentioned above, but directed at seven different occupational clusters. The occupational clusters are the top seven entry level areas: one, office/clerical; two, hotel/hospitality; three, indoor/outdoor maintenance; four, factor; five, transportation; six, construction; and seven, other service industries.

The first of these videodisks was completed in January 1990 and is directed at the office/clerical occupational cluster. The second was completed in June 1990 and is directed at the hotel/hospitality cluster. The third disk, directed at the indoor/outdoor maintenance cluster, is scheduled to be filmed during the first quarter, 1991.

Each of these videodisks has required the help of the private sector. The first videodisk was filmed mostly within offices of the District of Columbia public schools, but the general manager of the Sheraton Washington Hotel allowed filming to occur within that hotel for a number of scenes, some of which were done in the Chesapeake Suite in the new hotel, others of which were filmed in Wardman Towers.

The second videodisk was filmed in the Holiday Crowne Plaza Hotel, where the management provided everything from filming locations, to uniforms, to props of all kinds. Because of the nature of the third videodisk, the Department of the Interior has agreed to cooperate in the provision of filming sites, props, uniforms and the like.

In order to deliver the interactive video presentation, technology is required which most schools lack. Because the largest monitors regularly in use are 27 inches, it is difficult to deliver the video, which provides the stimulus for thinking, discussion and writing, to a class of 25 students.

The traditional methodology for distributing media to the classroom by bringing the equipment to where the students are is not feasible, since it would require carting delicate equipment from place to place, in many cases to places which do not have the ap-

propriate electrical requirements. Accordingly, we have designed a media classroom so that all Project Accord students will have access to the courseware designed specifically for them. This classroom contains a rear-projection room which will have state-of-the-art presentation technology designed to present and all forms of media, including videotape, videodisk, computer-generated graphics, slides, photographs and the like.

This demonstration classroom, in addition to delivering the products specifically designed for Project Accord, will allow for the expanded use of high technology to present commercially available products as they become available, which support the goals of producing participants ready to attain and then to retain employment.

Classroom 2000 will become operational during fiscal year 1991, quarter one.

A component for a workplace mentorship component will begin during fiscal year 1991, quarter one. This component will take participants who have completed the 11th grade, including the basic skills training and the employability training which comprise Project Accord at that level, and place them in jobs in the District, Federal and private sectors.

Each of these students will have a workplace mentor. This workplace mentor will be an employee of the agency where the participant works, but will be situated in a department other than the one in which the participant works. It will be the responsibility of the mentor regularly to interact with the participant during the workday about issues which arise in the workplace.

The mentor will also be available to counsel the participant should the participant need to call for advise on a specific issue. Back at the school, discussion sessions will be held to help participants deal with situations that they may experience on the job so that they may help each other understand and resolve issues as they arise.

The plan for the mentorship component has been created in conjunction with the volunteer services branch of the District of Columbia public schools under the direction of Constance Spinner; its implementation in terms of identifying and training mentors in agencies where employment slots will be available during fall 1990 has already begun.

We have utilized the standard evaluation models most often used for educational programs to evaluate our program; however, we determined last spring, given our observation that the program was coming together very nicely, that we needed to restructure the evaluation of the program to meet the sternest of critical judgments.

Accordingly, we requested technical assistance from the United States Department of Education to bring Project Accord forward for review by the program effectiveness panel.

In reviewing the requirements for such a submission, it became clear that standard evaluation methodology was not sufficient, and that an even more rigorous, detailed, tightly modeled design was necessary, one which captured and collected data not heretofore deemed necessary.

In the program designed to evaluate school year 1989-90, we matched using CTBS scores, 132 sets of students, one target and

one nontarget school. Unfortunately, the actual number of intact pairs after CTBS results collected in May 1990 is only 39. For this reason, the results of the current evaluation is tainted. For mathematics, a gain of nearly 1 year is demonstrated; growth in reading for this very small population is flat.

Nonstatistical review of non-norm-referenced data suggests that reading and mathematics grade equivalents have increased by more than one grade level each; however, we report this information anecdotally only at this time.

We have embarked on an ambitious evaluation effort which will be in place for program implementation for fiscal year 1991. We will be using fall-fall norm-referenced tests, spring-spring norm-referenced tests, and criterion-referenced tests at least six times during the year to ascertain student growth.

Attitude surveys and behavior surveys are also designed for participants, instructors, mentors, and workplace supervisors to help determine program efficacy. Through program effective panel, we hope that Project Accord will be placed in the national diffusion network for nationwide replication.

The use of the products created by and for Project Accord by other than the inschool population has already begun. The Anacostia educational development/clerk-typist training program, which operates at Anacostia High School in the afterschool hours of 3:30 to 8:30 p.m., demonstrates the utility of the Josten's Learning Corp. courseware in reading and mathematics, its courseware in employability, the AWARE! product for populations similar to those of the JTPA; indeed, we expect that training providers under the JTPA will find Project Accord products useful in their training efforts.

Clearly, the attitudes and behavior which participants need to retain employment in the workplace should be developed at the earliest possible time. Accordingly, we have begun to bring Project Accord into the middle school environment to demonstrate its efficacy with a younger population.

A team from the Stuart-Hobson Middle School worked diligently during the summer of 1990 to design a methodology for integrating Project Accord into its curriculum, beginning at grade five. We expect this component of the program to be implemented beginning in fiscal year 1991, quarter two.

Among those who have reviewed the products created by Project Accord, a strong interest has been indicated for using them, especially the interactive video product, AWARE!, to help businesses show new personnel or personnel requiring refreshment regarding employability skills how they need to behave in order to keep their jobs. As soon as the videodisk product has been reprogramed into its new authoring system, it will be available for businesses to use as a stand-alone employability product.

In each fiscal year for which the program has been funded by the United States Congress, matching funds have been secured which allowed a $200,000 matching Federal payment to be made. For the first 2 years, these matching contributions were provided by Jostens Learning Corp., which to date has provided all of the software for the basic skills training.

For fiscal 1990, this matching contribution has been donated by the Philip Morris Foundation. The Philip Morris Foundation is

concerned with public education and has become a contributor, through the Federal city council, to coordinate activities with the Rockefeller Foundation to bring about the implementation of the Comer Model with DCPS.

In addition, the foundation has connected with Project Accord to extend the Comer Model beyond elementary school and to focus on activities which will prepare the current generation to enter the world of work.

The intervention strategy is that of a family learning center, which will allow the hardware and software to be used during the daytime for the intervention strategy known as Project Accord; in the evening, however, the learning environment becomes the nucleus of training for members of the community, allowing them to participate in educational development, skills training, and in training regarding nutrition, and parenting.

Now that Project Accord begins its second full year of program delivery, we expect that other groups, including local businesses, will begin to contribute more as they will be able to observe first-hand the benefits that the program brings to its participants.

Mr. DYMALLY. Thank you very much. We will have a staff member to come and visit with you, Mr. Brown.

Ms. Rice-Thurston.

[The prepared statement of Mr. Brown follows:]

STATEMENT OF HOWARD M. BROWN

COORDINATOR OF PROJECT ACCORD

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

BEFORE THE

SUBCOMMITTEE ON THE JUDICIARY AND EDUCATION

COMMITTEE ON THE DISTRICT OF COLUMBIA

REGARDING PROJECT ACCORD

18 SEPTEMBER 1990

Project Accord's main goal is to meet the requirements which the United States Congress set for it in the conference report: the conferees agreed that the program should be a career employment program to ensure that the basic academic and employability skills of DCPS students would be addressed. Each center was to include a state-of-the-art basic academic computer course in conjunction with employability, a reality therapy and learning style research motivation component, and a community service learning component using volunteer mentors.

STAFFING

Project Accord is administered by a Coordinator and an Assistant Coordinator. It is supported by a secretary and three lead technicians. Each laboratory requires a Program Assistant to ensure that technical expertise in program delivery does not become an extra task for instructional personnel. The District of Columbia Public Schools continues to support Project Accord by providing adequate staffing so that program implementation is smooth. Project Accord's offices are located at Anacostia High School, which also houses the demonstration laboratory where interested persons may review project implementation.

IN-SCHOOL IMPLEMENTATION

Project Accord is delivered to all eleventh grade students in the target schools. At each target site, state-of-the-art computer laboratories using the most current integrated learning systems are operational. The number of stations per school site is sixty (60), which allows services to be delivered to a minimum of four hundred twenty (420) students daily. Students are assigned to the laboratory at the same period daily, allowing for 180 hours of individualized instruction in a school year. Students are supervised by

teaching personnel who are assigned to the class. Teachers come from all teaching disciplines within the school; their job during this period, however, is to help the students when they have questions or problems in the basic skills of reading and mathematics as they work through the curriculum provided by Jostens Learning Corporation. Also supporting laboratory operations is a Program Assistant, highly trained in the workings of the local area network, whose job it is to see to it that the courseware is delivered in as smooth a manner as possible. In this manner, the instructor is able to devote attention to the students themselves, rather than to the intricacies of the technology which delivers the courseware.

Students are placed in the software using the Basic Skills Inventory, a computer-adaptive test which finds the appropriate learning level for each students. Having been placed at the proper level, students begin to work at their achieved levels and continue to do so on an individual basis throughout the year. Lessons tests, unit tests, and copious individual data are collected on-line for each student; teachers use such information to ensure that students are properly placed and are progressing as well as they may.

We have extended the use of Project Accord's services to the Special Education population; we have also found it useful with the Hispanic population in a quasi-ESL situation.

PRODUCT ORIENTATION

As work on the program design began, a philosophical decision was made designed to ensure that: (1) the program demonstrate the proper use of technology as a means to deliver instruction; (2) the program produce product which might be used in replication activities; (3) the program model be flexible enough to become a part of instructional activities in many different settings; (4) the products be fit for national distribution to serve junior high school, high school, and adult populations.

PRODUCT FOCUS: COMPUTER ASSISTED INSTRUCTION IN BASIC SKILLS

After an exhaustive search for computer-assisted instructional materials in the basic skills areas of reading, mathematics, and writing, we settled on the materials developed by the Jostens Learning Corporation as those most appropriate for use in Project Accord. Review of the reading and mathematics achieved grade level performance of students entering grade eleven at the two initial sites convinced us that they could profit from these materials. Additionally, the District of Columbia Public Schools, through its Chapter I Office, had commissioned an enhancement to the off-the-shelf product which further demonstrated its utility. Because of the pilot nature of Project Accord and because of the promise that this approach had for increasing the basic skills of Project Accord participants, the Jostens Learning Corporation has contributed the courseware

and software maintenance costs to Project Accord, constituting private sector contributions in excess of $400,000.

PRODUCT FOCUS: COMPUTER ASSISTED INSTRUCTION IN EMPLOYABILITY

This philosophy resulted in a more deliberate pace for program implementation because the products to be used had to be developed in the appropriate media before they could be employed with students. Accordingly, we commissioned the Jostens Learning Corporation with creating a series of computer-assisted lessons in employability. The employability characteristics determined by employers to be most important in entry-level employees are: dependability (punctuality, attendance, and diligence); positive attitude (motivation, compliance, and cooperation); and positive image (dress, grooming, manner). Using these characteristics as a guide, Jostens created twenty computer assisted lessons in employability. These lessons are delivered individually to students in a computer-assisted environment over a local area network. Work on these lessons was completed in January, 1990, and the resulting product is excellent. The product is now available nationally as part of the Jostens At-Risk software.

PRODUCT FOCUS: INTERACTIVE VIDEO INSTRUCTION IN EMPLOYABILITY

This product speaks to the reality therapy component mentioned in the conference report. Using the same employability characteristics listed above, we determined that a product using the medium of interactive videodisk would be appropriate. Work with youth and adults in the area of employability showed that many of those persons placed in jobs who later lost their jobs did not do so owing to lack of skills, but rather because they did not demonstrate the characteristics necessary for retaining employment. Using the interactive videodisk medium allows participants to see both those behaviors which result in job retention and those which do not. They are able to do so under the guidance of a teacher who can discuss with them the issues raised in the presentation. The program stops at strategic points to allow participants to think about the consequences of the behaviors they have just seen on job retention for the workers in the video segments, and/or to indicate their own choices as to how they would behave in a given situation. This process produces lively discussion among participants and allows regular opportunity for the instructor to demonstrate to them what employers think about the workplace behaviors of their employees.

The scope of this product is the completion of seven (7) videodisks, each one of which focuses on the employability characteristics mentioned above, but directed at seven different occupational clusters. The occupational clusters are the top seven entry level areas: (1) office/clerical, (2) Hotel/Hospitality; (3) Indoor/Outdoor Maintenance;

(4) factory; (5) transportation; (6) construction; and (7) other service industries. The first of these videodisks was completed in January, 1990 and is directed at the office/clerical occupational cluster. The second was completed in June, 1990 and is directed at the hotel/hospitality cluster. The third disk, directed at the indoor/outdoor maintenance cluster, is scheduled to be filmed during the first quarter, 1991.

Each of these videodisks has required the help of the private sector. The first videodisk was filmed mostly within offices of the District of Columbia Public Schools, but the general manager of the Sheraton Washington Hotel allowed filming to occur within that hotel for a number of scenes, some of which were done in the Chesapeake Suite in the new hotel, others of which were filmed in Wardman Towers. The second videodisk was filmed in the new Holiday Crowne Plaza Hotel, where the management provided everything from filming locations, to uniforms, to props of all kinds. Because of the nature of the third videodisk, the Department of the Interior has agreed to cooperate in the provision of filming sites, props, uniforms and the like.

Actors for this product were recruited by audition from advertisements in the local newspapers and represent a broad cross-section of the city; only a very few of these were paid--most were volunteers.

These products have been shown to and have been positively received by such various groups as the State Department of Education of Alaska, Southern Bell, and the District of Columbia Department of Employment Services.

CLASSROOM 2000:
HIGH TECH INSTRUCTIONAL DELIVERY

In order to deliver the interactive video presentation, technology is required which most schools lack. Because the largest monitors regularly in use are twenty-seven inches, it is difficult to deliver the video, which provides the stimulus for thinking, discussion and writing, to a class of 25 students. The traditional methodology for distributing media to the classroom by bringing the equipment to where the students are is not feasible, since it would require carting delicate equipment from place to place, in many cases to places which do not have the appropriate electrical requirements. Accordingly, we have designed a media classroom so that all Project Accord students will have access to the courseware designed specifically for them. This classroom contains a rear-projection room which will have state-of-the-art presentation technology designed to present and all forms of media, including videotape, videodisk, computer-generated graphics, slides, photographs and the like. This demonstration classroom, in addition to delivering the products specifically designed for Project Accord, will allow for the expanded use of high technology to present commercially available products as they become available, which support the goals of producing participants ready to attain and then to retain employment.

Classroom 2000 will become operational during FY 1991, Quarter 1.

WORKPLACE MENTORSHIP

A component for a workplace mentorship component will begin during FY91, Quarter 1. This component will take participants who have completed the eleventh grade, including the basic skills training and the employability training which comprise Project Accord at that level, and place them in jobs in the District, Federal and private sectors. Each of these students will have a workplace mentor. This workplace mentor will be an employee of the agency where the participants works, but will be situated in a department other than the one in which the participant works. It will be the responsibility of the mentor regularly to interact with the participant during the workday about issues which arise in the workplace. The mentor will also be available to counsel the participant should the participant need to call for advise on a specific issue. Back at the school, discussion sessions will be held to help participants deal with situations that they may experience on the job so that they may help each other understand and resolve issues as they arise.

The plan for the mentorship component has been created in conjunction with the Volunteer Services Branch of the District of Columbia Public Schools under the direction of Constance Spinner; its implementation in terms of identifying and training mentors in agencies where employment slots will be available during fall, 1990 has already begun.

PROGRAM EVALUATION: ACTUAL AND PLANNED

We have utilized the standard evaluation models most often used for educational programs to evaluate our program; however, we determined last spring, given our observation that the program was coming together very nicely, that we needed to restructure the evaluation of the program to meet the sternest of critical judgments. Accordingly, we requested technical assistance from the United States Department of Education to bring Project Accord forward for review by the Program Effectiveness Panel. In reviewing the requirements for such a submission, it became clear that standard evaluation methodology was not sufficient, and that an even more rigorous, detailed, tightly modelled design was necessary--one which captured and collected data not heretofore deemed necessary.

In the program designed to evaluate School Year 89-90, we matched using CTBS scores, 132 sets of students, one target and one non-target school. Unfortunately, the actual number of intact pairs after CTBS results collected in May, 1990 is only 39. For this reason, the results of the current evaluation is tainted. For mathematics, a gain of nearly one year is demonstrated; growth in reading for this very small population is flat.

Non-statistical review of non-norm-referenced data suggests that reading and mathematics grade equivalents have increased by more than one grade level each; however, we report this information anecdotally only at this time.

We have embarked on an ambitious evaluation effort which will be in place for program implementation for FY 1991. We will be using Fall-Fall norm-referenced tests, Spring-Spring norm-referenced tests, and criterion-referenced tests at least six times during the year to ascertain student growth. Attitude surveys and behavior surveys are also designed for participants, instructors, mentors, and workplace supervisors to help determine program efficacy. Through Program Effective Panel, we hope that Project Accord will be placed in the National Diffusion Network for nationwide replication.

PROGRAM EXTENSION TO UNEMPLOYED ADULTS

The use of the products created by and for Project Accord by other than the in-school population has already begun. The Anacostia Educational Development/Clerk-Typist Training Program, which operates at Anacostia High School in the afterschool hours of 3:30-8:30 p.m., demonstrates the utility of the Josten's Learning Corporation courseware in reading and mathematics, its courseware in employability, and the AWARE! product for populations similar to those of the JTPA; indeed, we expect that training providers under the JTPA will find Project Accord products useful in their training efforts.

PROGRAM EXTENSION TO THE MIDDLE SCHOOL ENVIRONMENT

Clearly, the attitudes and behaviors which participants need to retain employment in the workplace should be developed at the earliest possible time. Accordingly, we have begun to bring Project Accord into the middle school environment to demonstrate its efficacy with a younger population. A team from the Stuart-Hobson Middle School worked diligently during the summer of 1990 to design a methodology for integrating Project Accord into its curriculum, beginning at grade five. We expect this component of the program to be implemented beginning in FY 1991, Quarter 2.

PROGRAM AVAILABILITY FOR ON-THE-JOB TRAINING

Among those who have reviewed the products created by Project Accord, a strong interest has been indicated for using them, especially the interactive video product, AWARE!, to help businesses show new personnel or personnel requiring refreshment regarding employability skills how they need to behave in order to keep their jobs. As soon as the videodisk product has been reprogrammed into its new authoring system, it will be available for businesses to use as a stand-alone employability product.

PARTNERSHIPS AND MATCHING FUNDS

In each fiscal year for which the program has been funded by the United States Congress, matching funds have been secured which allowed a $200,000 matching Federal payment to be made. For the first two years, these matching contributions were

provided by Jostens Learning Corporation, which to date has provided all of the software for the basic skills training. For fiscal 1990, this matching contribution has been donated by the Philip Morris Foundation. The Philip Morris Foundation is concerned with public education and has become a contributor, through the Federal City Council, to coordinate activities with the Rockefeller Foundation to bring about the implementation of the Comer Model with DCPS. In addition, the Foundation has connected with Project Accord to extend the Comer model beyond elementary school and to focus on activities which will prepare the current generation to enter the world or work. The intervention strategy is that of a Family Learning Center, which will allow the hardware and software to be used during the daytime for the intervention strategy known as Project Accord; in the evening, however, the learning environment becomes the nucleus of training for members of the community, allowing them to participate in educational development, skills training, and in training regarding nutrition, and parenting.

Now that Project Accord begins its second full year of program delivery, we expect that other groups, including local businesses, will begin to contribute more as they will be able to observe first-hand the benefits that the program brings to its participants.

STATEMENT OF DELABIAN RICE-THURSTON

Ms. RICE-THURSTON. Thank you.

I am executive director of Parents United for D.C. Public Schools. I am also a parent of third and seventh grade D.C. public school students.

I am very pleased to testify to the Judiciary Committee—I am sorry, at the House Committee on the Judiciary and Education in the District of Columbia.

Parents United is an organization that I hope to make you familiar with. We started in 1980 when the school program had a $60 million budget short fall. Parents throughout the city were absolutely horrified to see music, art, physical education become once a week activities. We were horrified, most of all, to see 758 teachers lose their jobs right at the start of school.

Class size went up, building conditions which had already and always been very bad in our city got worse, because if you are going to risk losing teachers, you are going to let everything else fall.

We stopped at that time, as well as we had before, replacing books, supplies, all that kind of thing. Our school system was in terrible condition. Parents throughout the city banded together in 1980, about 27 schools.

This year on October 4, you will be invited to attend a ceremony in which Parents United will give awards to schools in our city for advocacy that they have done over the last school year. Of approximately 175 schools in our city, 137 schools were active advocates last year for their children's education.

When you talk about urban education, parental apathy, all the kinds of things that lead to low educational achievement, we find in our District of Columbia actively involved parent, teacher associations that simply need a lot more support for our school system.

Parents United has over the years analyzed our school system's spending patterns and compared them to most in Montgomery County. We have issued reports that have analyzed the teacher contract negotiation provisions over, for the last three contracts, and we will be analyzing the next one.

In that process, we were able to advocate a half an hour longer day for teachers. We were able to get quality assurance before teachers salaries were increased at certain steps in the education—in their teaching process. We have been very pleased with that. We evaluated the implications of school reform proposals of the mid-1980s, and we distilled those into 17 recommendations for D.C. public schools.

We have been very pleased that a lot of those recommendations were adopted. For example, the extension of prekindergarten as an all-day activity for our children. The increase and improvement in teachers' salaries, the improved spending on our school buildings, all of these have happened to some extent. We simply need to have more of it.

We have seen other problems and highlighted them. In 1985, we got business leaders in our city to look at D.C. public schools and compare them to schools in Montgomery County and Fairfax County. We visited those schools. This was not a statistical analy-

sis. We visiting those buildings, and I can assure you that the D.C. Committee on Public Education's interest in our schools to some extent stemmed from that initial kind of visit.

People came back down right shattered at the difference between Coolidge High School and George Marshall High School near Tyson's Corner or Rockville High School, at the difference between Staton Elementary School in the District and Farmland Elementary School in Montgomery County.

You cannot go and look at what our children have to endure compared with what is possible in our country and in our metropolitan area, without coming back committed to making improvements in our school system.

We evaluated nurses when we learned our children have the legal right to 20 hours of nursing care per week. We were able to get legal counsel to help us litigate to get that for our children. We filed a case last fall and this summer. Our school was given what was its legal right to have that kind of heath care for our children, and to have athletic trainers provided for our students who are in athletic programs.

We have been very concerned about building conditions, and issued a report that highlighted the potential legal liability our school system faced for the terrible physical condition of our buildings. But we didn't want to leave it at that. We were able to get law firms to come and look with us at school building and at the requirement that our city have ongoing inspections of those buildings.

Because of the effort, we have been able to get from the counsels much more attention from the department of consumer and regulatory affairs and from the fire department about inspecting our buildings.

Now, we are at the stage of needing funding in order that these inspections lead to improved conditions. I wanted to give you this background so that you would know that Parents United does its homework, so that when we come to you to say these are the kinds of things that are our priorities, we say them out of this background.

Our primary concerns for our school system, which are not our only, but simply our primary, are that our schools be able to offer competitive salaries, and a school day that is as long as a suburban school day. Teachers' salaries, principals' salaries in our city are far lower than in the suburbs, and our school day is between one half hour and one hour shorter.

We also want an evaluation process for our teachers and principals that assures high quality. We want buildings repaired and made not only sound, but attractive. We want a quality of facility for science, for athletics, for all of those kinds of special activities that is equal to the quality in our suburban counterpart jurisdictions.

We want to see a stronger curriculum in our school system, more units required of our students, and we definitely want to see a dropout rate that is in single-digit figures. The dropout rate is far too high. No child should leave school unprepared. But our current dropout level, which is somewhere in the 40 percent range, is intolerable. Furthermore, it is imperative that students not dropout.

The report that we have given you shows that of the students who drop out, only 5 percent actually graduate at a later time. So it simply isn't sufficient to catch them after they have dropped out. They must make sure that they don't do it.

We have for years worked to get the school system to reduce its managerial costs, and transfer those costs into our classroom. We have been very pleased that the report of the D.C. Committee on Public Education used a contract with a well-respected managerial accounting firm to give our system a blueprint for actually looking at its internal management.

We will be encouraging our school system to implement those kinds of recommendations.

Parents United has never had that capability, so to have the private sector provide it so that parents can use it has been a real blessing.

We want to see funding for nurses and trainers and a strengthened athletic program. We want to see services for students, whether they are special education or language minority. We want to see those services strengthened. We know that our vocational program must improve. We are very pleased that the school system has, again, consolidated vocational and academic programs.

[The prepared statement of Ms. Rice-Thurston with attachments follows:]

Parents United for the D.C. Public Schools

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STATEMENT OF PARENTS UNITED FOR THE D.C. PUBLIC SCHOOLS
BEFORE THE SUBCOMMITTEE ON JUDICIARY AND EDUCATION
COMMITTEE ON THE DISTRICT OF COLUMBIA

Thursday, September 13, 1990

Mr. Chairman, members of the Subcommittee, Parents United thanks you for your interest in the D.C. Public Schools and for the opportunity to participate in this oversight hearing.

Introduction

Parents United is a nonprofit research and advocacy organiztion founded in 1980 to improve public education in the District of Columbia. It is run entirely by parents of children in the D.C. Public Schools. Its membership includes over 1,500 individual volunteers, as well as parent organizations representing about 130 of the District's 175 local schools.

In addition to organizing and educating parents about the school system and engaging in advocacy on financial and educational issues on behalf of public school parents, we have done research and maintained data on the D.C. Public Schools for the last 10 years. Today's description is based both on our research and on our experience and knowledge as public school parents.

In response to the Committee's request for general descriptions, observations and comments on a range of subjects, we have written our testimony as an overview of the school system with emphasis on issues and needs that we believe to be most important. These are:

- The need for better outcomes for thousands of students. Test scores, GPA, attendance and dropout rates are not ends in themselves -- but they reflect far too many lives whose potential will be wasted. The measures that follow are those most likely to produce effective education.

- More time at school for students. D.C. students need a longer instructional day, comparable to that in the suburbs, as well as constructive after-school and summer alternatives like athletics, enrichment activities and clubs, and tutoring and remedial help.

- Competitive teacher salaries and reform of teacher pay. The system needs merit incentives, a teacher career ladder, alternative certification and more effective teacher evaluation.

- Repair of our badly deteriorated buildings, to make them safe and habitable.

- Special programs most likely to improve schools and student outcomes, e.g., early childhood education, the Comer program.

THE STATUS OF THE D.C. PUBLIC SCHOOL SYSTEM

The D.C. Public School system (DCPS) is a large, complex operation: 81,000 students, 12,000 employees, 200 buildings, a budget of over one-half billion dollars, and hundreds of different programs. The best overall description and evaluation of the school system, we believe, is the 1989 report of the D.C. Committee on Public Education, Our Children, Our Future, which we enthusiastically commend to the Subcommittee. On specific issues and subjects related to the public schools, Parents United has available many reports, short summaries and data collections, which we would be glad to provide to the Subcommittee on request.

Our overview begins with the system's reason for being--the students:

D.C. Public School Students

Demographic Information

D.C. Public School enrollment last year was 81,300, not counting Adult Education students. 91% were black, 5% Hispanic or Asian, 4% white. Private and parochial school enrollment was about 13,000, or 14% of total school age children in the District.

In the last 10 years, enrollment has decreased by about 20%. The percentage of black students has declined while the percentage of Hispanic and Asian students has risen, and the white percentage of enrollment has remained stable.

Almost 60% of the elementary school children are from families with income sufficiently low to entitle them to receive a free school lunch. Three quarters of the elementary schools have concentrations of 40% or more low income children, and well over half enroll 60% or more low income children.

Outcomes: Test Scores

Results from CTBS standardized tests for the last three years (starting with the second year following introduction of a new form of the tests) are summarized briefly below and listed more completely in Attachment 1.

DCPS: Comprehensive Test of Basic Skills May 1988-May 1990
Total Battery, Median Percentile by Grade

Grade	1988	1989	1990
Grade 3	55	60	57
Grade 6	51	55	52
Grade 8	39	41	41
Grade 9	41	44	42
Grade 11	33	39	40

Given the starting point, the results overall are not encouraging. Scores have improved slightly in the third grade, remained static in the sixth and ninth grades, and definitely improved in the eleventh grade but are still far below where they need to be.

Scores have continued several long-term trends: They are far below suburban averages. The median scores decrease steadily as students grow older. Math are better than reading scores, although the differential shrinks at upper grade levels. In reading, the median is below national norms after 3rd grade, while in math it is below national norms only in secondary school.

SAT scores have increased, and more than the national average, but still lag far behind:

	SAT Scores		Differential from nat'l aver	
Test	1984	1989	1984	1989
Verbal	325	340	-101	- 87
Math	361	373	-110	-103

GPA, Attendance and Drop-Out

The student grade point average in the comprehensive high schools has crept up in the last few years, but is still only a D+:

1984-85	1986-87	1988-89
1.63	1.73	1.80

Attendance rates seem to have improved, then suddenly dropped last year, but reporting is questionable at some schools, particularly high schools. Absenteeism is unacceptably high,

given the importance of regular attendance to effective education:

Level	1984-85	1985-86	1986-87	1987-88	1988-89
Elemen	92.5%	92.7%	92.9%	93.1%	91.8%
JHS	88.1	87.8	87.7	88.6	86.4
SHS	84.5	86.7	88.1	88.9	83.2
Total	90.0	90.3	90.8	91.7	89.5

The dropout rate -- as measured by attrition between 9th grade and graduation -- has hovered at about 43% throughout the 80's. Since more boys than girls drop out, the rate of attrition for males is about 50%. Of dropouts interviewed within five years of leaving school, 45% were neither employed nor in school. One third were re-enrolled, but only 5% of all drop-outs who had re-enrolled at some time had obtained a diploma or GED.

The Good News

Although the incidence of failure, underachievement, absence and dropout in the D.C. Public Schools is well publicized and unacceptable, the system also has many highly successful schools and students. A few examples of good news:

- Six months after graduation 93% of the graduates are in college, other post-secondary training, or jobs.
- Mediocre averages obscure the presence of bright, highly-motivated, hard working, high achieving students at every school.
- Some individual schools have programs and student outcomes widely recognized as outstanding -- for example, Jefferson and Hine Junior Schools, both of which were once noted for poor achievement but have been turned around by outstanding principals.
- Dropouts told interviewers that they want to achieve a high school diploma, and most high school students in a

DCPS survey supporting continuing the "C-average" requirement for participation in activities.

- Virtually all schools are safe and orderly within their buildings.
- Thousands of parents who could move to the suburbs or use private or parochial schools still elect to keep their children in the D.C. Public Schools.

Academic Quality

Curriculum

Parents United concurs with the findings of the D.C. Committee on Public Education -- in general, curricular offerings need to be significantly upgraded and better integrated with instruction, testing, and teacher training. The educational system simply is not working for too many children. Our membership also tends to feel that course offerings are insufficiently demanding for many students, that offerings are too limited in many schools, and that science and math especially are often badly taught.

Special Programs

The District deserves great credit for having early childhood programs that are more widely available than almost anyplace else in the nation. Full-day prekindergarten classes for four-year olds serve about half the children entering the public schools, and are expanding every year. We concur with COPE's concerns about the quality of the program --- classes that are too large, teaching that inappropriately extends the regular academic program downwards to children too young to deal with it, and lack of supplies, equipment and materials. We take en-

couragement, however, from the system's current willingness to seek budget funds for teachers, aides and equipment, and from its efforts to retrain teachers and principals in appropriate approaches to four-year-olds.

Special education and bilingual education are both the subject of numerous and well-documented complaints of inadequacy -- by professionally conducted studies and by our parents. There are effective individual programs in both areas, but far too many problems.

Specialized high school programs include Career Development Centers in areas such as Health Professions; the Ellington School of the Arts; and specialized programs within schools such as pre-engineering and the teaching professions. Some of these programs are excellent and highly effective, but we concur with COPE's finding that some need significant upgrading.

COPE-initiated programs, particularly the Comer and SACE processes (see Attachment 2), are being fully accepted by the school system, and have received significant private-sector funding. These are just beginning at about 20 schools, but hold great promise for improvement at the local schools participating.

Time at school. District children, many of whom need extra instructional time, instead have an instructional day that is half an hour to an hour shorter than the day in the surrounding suburbs. Over 12 years of school, this deficit adds up to one to two years less schooling for District children.

Student's Instructional Day
Comparative Length of School Day
(lunch, recess excluded)

SCHOOL DISTRICT	ELEMENTARY	SECONDARY
D.C.	5 hours	5 hours
Fairfax	6 hours	5 h. 50 m.
Arlington	6 hours	5 h. 43 m.
Montgomery	5 hours	5 h. 50 m.
Alexandria	5.5 hours	5.5 hours
Prince George's	6 hours	5.5 hours

Deficit in Instructional Time for District Students over 12 Years

Fairfax	2.0 school years
Arlington	1.8 school years
Montgomery	1.4 school years
Alexandria	1.2 school years
Prince George's	2.2 school years

* The school year for D.C. students is 180 days; for suburban students between 180 and 185.

Summer school is offered, but because of funding limitations is largely restricted to remedial courses.

COPE urged that D.C. Public Schools augment the basic instructional day and year by offering before and after school programs (schools open from 7 a.m. to 6 p.m.) and full-day summer programs. These programs would include enrichment courses and activities, clubs, and sports as well as tutoring and remedial help and would not be an extension of the regular day instructional methods and organization. They would be voluntary, except for children who are behind in school.

Parents United fully endorses these COPE recommendations. Implementation will require a number of commitments:

- Funding for additional time from teachers and other adults to work with and supervise students, for equipment and supplies, and for increased overhead costs.
- Acceptance of the idea that these programs will be organized and operated differently than the current instructional system.
- Cooperation from outside agencies and institutions (e.g., the D.C. Recreation Department)

A necessary part of extended day/year programs -- and one that must be undertaken regardless of the rest -- is revitalization of athletics and extra-curricular activities. Currently both coaches and faculty sponsors are paid only a fraction of the stipends received by their suburban counterparts. Some are paid nothing. There is almost no money for the expenses of basic activities like school newspapers or drama clubs, let alone for organizations such as computer clubs. Athletics is receiving new funding this year, but for many years has been seriously deficient in equipment, facilities, uniforms, supplies, and medical supervision.

As a result of years of neglect, student participation has declined greatly, which in turn shrinks the opportunities available at individual schools, discouraging more students from participating.

Teachers

Salaries and Working Conditions -- and Their Consequences

Teachers in the District of Columbia, during most of the last decade, received salaries 7-12% less than those of their suburban counterparts with similar education and experience.

(See Attachment 3.) At the same time many working conditions--facilities, supplies, equipment, physical security around the school -- have been poor. As a result, the applicant pool for teaching positions has been very small, and principals cannot be selective in teacher hiring. Retention also suffers, and good teachers are being lost to suburban schools and private sector jobs.

Teacher Incentives, Qualifications and Evaluation

Everyone -- teachers, the DCPS administration, the School Board, parents, COPE and outside consultants -- agrees that the system needs to offer recognition and financial incentives to high quality teachers. The primary vehicle for such recognition, they likewise agree, should be a teacher career ladder. Unfortunately, so far no practical steps appear to have been taken toward developing such a system.

COPE and Parents United have also strongly urged the adoption of alternative certification criteria, to permit teaching by persons with needed knowledge and skills, but without standard teachers-program credentials. Although no one appears to reject this proposal, we have seen no movement to develop an alternative certification system. Meanwhile, the current certification requirements -- specific and extensive -- exclude some potential teachers altogether and drive others out of the system.

In addition, the teacher evaluation system in the D.C. Public Schools is ineffectual and unsatisfactory to teachers,

principals and parents. Non-performing and abusive teachers are almost never removed from the classroom. If dissatisfied principals and parents at a school apply sufficient pressure and ingenuity, an unsatisfactory teacher may be transferred to another school: sometimes nothing works.

Teacher Contract Negotiations 1990

Collective bargaining is currently underway for the three-year teacher contract to begin October 1, 1990. The school system's demands include a longer teacher workday (to permit extension of the instructional day) and return to the Superintendent of final authority to set the teacher evaluation system.

In recent years, under pressure from City officials, the school system and the teachers union have resolved their bargaining differences at the expense of the children. Neither side believes (on the basis of experience) that the City will fund comparable pay, so in exchange for low salaries, teachers get a shorter required work day and an ineffective evaluation system.

The major element of the COPE reform program not funded in the budget for the 1990-91 school year is pay increases. To bring the District's teacher and principal salaries to the average levels paid in the suburbs will cost about $16 million. To match the highest paying suburban districts would cost $57 million.

DCPS School Buildings

General Condition

School buildings in the District are dilapidated and dangerous. The great majority are over 30 years old, and have been poorly maintained for decades. Newer buildings, some poorly built as well as poorly maintained, are in equally bad condition. For example:

- Children go to class in rooms without heat.
- Students and faculty have been injured when ceiling tiles, plaster, and windows have fallen as the result of leaky roofs and crumbling window frames.
- Children eat lunch in cafeterias and food is prepared in areas plagued by falling paint. Some peeling paint is lead based.
- Bathrooms have non-functional toilets and sinks, stalls without doors and pools of water standing on the floors.
- Children have stepped on used hypodermic needles left by drug addicts using the playgrounds as "shooting galleries."
- Students play basketball and volleyball on gym floors which are worn, water damaged or buckling. Spectators sit on freestanding bleachers without side rails. Athletes cannot shower after competitions because the showers are inoperable. In fact, some schools have not had working showers for more than 25 years.
- Schools go without toilet paper, paper towels, light bulbs, and wax. COPE inspection teams even found schools making their own soap.

Fire Code Violations

In 1989 inspections, the D.C. Fire Department found 4,334 Fire Code violations in the 94 schools inspected, an average of more than 45 violations per school. (The other half of the

buildings were not inspected last year.) Many of the violations were serious and costly to repair -- nonfunctioning alarm systems and fire extinguishers, defective or missing fire doors (interior doors that block smoke and flames), outer doors chained, padlocked or boarded shut (because otherwise they either will not close or will fall down).

At the June 14 hearing of the House Appropriations Committee, Subcommittee on the District of Columbia, school system officials assured the Subcommittee that all Fire Code violations would be repaired during the summer. The Fire Department has informed Parents United, however, that in recent weeks, it has inspected dozens of schools, and found numerous violations. Several buildings were told school could not open unless certain conditions were corrected. The system has succeeded in completing immediate rectification of these conditions -- including replacing dozens of doors in the course of one weekend, and all schools opened on schedule.

Funding for Maintenance and Repairs

As part of COPE's comprehensive study, volunteer building and construction experts inspected virtually every public school in the District. They estimated that clearing the backlog of deferred maintenance needs would cost at least $150 million. In addition, routine maintenance and repair needs continue to accumulate. The school system needs to spend about $10 million each year in its operating budget for maintenance. Both last year and this, that budget is about $12 million.

To start on clearing the repair backlog, the District Government will finance about $22 million in capital expenditures (funded by bond sales) and $10 in pay-as-you-go capital (paid from current revenues). If the Congress retains the $10 million special federal appropriation for emergency repairs enacted by the full House and by the Senate Appropriations Committee, FY 1991 funding will permit significant progress in building repairs. Routine maintenance funding, however, will remain seriously inadequate.

School Closings

COPE and other responsible observers believe that the school system should save money on both maintenance and utilities by redistributing students and closing and disposing of some buildings. In September 1989, the system had 178 buildings used by students. In June 1990 four were closed as schools; two more are scheduled to close next year, one the year after; and studies of three groups of buildings are to take place this year, with the anticipation that one school in each can be closed.

Thus, the Board has closed four schools, and may close as many as six more shortly. Savings in the short term are doubtful, however, since the buildings will probably remain in the system's inventory. Plans for disposition have not been announced, but many may become school office buildings.

Organization and Management

Parents United concurs with COPE's findings and recommendations on organization and management of the school system,

particularly those calling for downsizing central administration, implementing school site-based management, and reorientation and improved professionalization of central office personnel.

Parents United has two special concerns of its own. First, despite the existence of a helpful and cooperative office to increase parent involvement, the rest of the system largely excludes parents from participation both at local and systemwide levels. Second, it remains difficult to obtain information and data on many aspects of the school system's operations.

Finance

DCPS Budget

The FY 1991 budget for the D.C. Public Schools, as appropriated by the D.C. Council, is $526.7 million. The system has budgeted an additional $56.2 million in federal and $5.0 million in private and other funds, for a total of $587.9 million.

Costs of the COPE Reform Program

The above budget funds the needs of the COPE reform program for FY 1991 with one major, and potentially devastating exception: increases in teacher and principal salaries to make the District competitive with its surrounding suburbs. The District needs $57 million to bring salary schedules to levels comparable to those in the highest paying suburban district.

Further increases will be required in the next three years if the COPE reform program is to be realized. In 1989 COPE issued a five-year cost estimate with its report. Unfortunately,

that estimate omitted a number of important items, for example:

- Elementary art, music and foreign language teachers to provide instruction in each of these subjects to all elementary pupils
- Computer hardware and software to increase greatly the use of educational technology and to upgrade management information systems, which are currently seriously deficient
- Ongoing routine maintenance of buildings, which has been seriously underfunded for decades and remains so
- Upgrading special and bilingual education programs

Because of recent rapid increases in suburban salary scales, COPE also underestimated the cost of comparable pay for teachers and principals.

The school system is about to issue a comprehensive five-year plan incorporating all COPE reforms and specifying programs to accomplish them. Parents United plans to prepare its own cost estimates based on this plan later this fall. Meanwhile, at the suggestion of the Chairman of the House Subcommittee on appropriations for the District, COPE and the school system have prepared a four-year plan seeking special federal appropriations to assist with teacher salaries, building repairs, the Comer program, athletics and early childhood education. Parents United fully endorses this plan and urges its careful consideration by the House District Committee.

Conclusion

Parents United appreciates the interest of this Subcommittee in the D.C. Public Schools and urges that its members will

continue to pay attention to the schools, joining all of us in our ambition to make them a model for the nation. We invite you to continue to call on us for any information or other assistance that may be useful to you in this endeavor.

District of Columbia Public Schools

COMPARATIVE RESULTS AND ANALYSIS FOR THE COMPREHENSIVE TEST OF BASIC SKILLS
Grades 3, 6, 8, 9, 10 and 11
(May 1989 and May 1990)

MEDIAN SCORES

SKILL AREA	Grade 3				Grade 6				Grade 8				Grade 9				Grade 10				Grade 11			
	Grade Equivalent		Percentile		Grade Equivalent		Percentile		Grade Equivalent		Percentile		Grade Equivalent		Percentile		Grade Equivalent		Percentile		Grade Equivalent		Percentile	
	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990
Reading	3.8	3.7	50	49	6.7	6.4	49	46	7.7	7.9	37	39	9.3	9.1	41	39	9.3	9.4	31	32	10.1	10.3	37	40
Mathematics	4.1	4.0	64	62	7.5	7.3	66	62	8.5	8.5	46	46	9.8	9.6	50	48	9.9	9.9	41	41	10.3	10.7	39	42
Language	4.0	3.9	57	55	7.4	7.0	56	51	8.1	8.1	45	45	9.3	9.2	45	44	9.5	9.7	39	41	10.8	10.9	41	42
TOTAL BATTERY	**4.1**	**4.0**	**60**	**57**	**7.2**	**6.9**	**55**	**52**	**8.0**	**8.0**	**41**	**41**	**9.3**	**9.3**	**44**	**43**	**9.4**	**9.5**	**37**	**38**	**10.5**	**10.7**	**39**	**40**
Science	4.0	4.0	58	56	6.6	6.4	48	44	-	7.8	-	39	9.1	8.9	45	42	9.2	9.2	37	37	10.2	10.4	39	39
Social Studies	3.9	3.7	52	49	6.8	6.6	50	48	-	7.8	-	40	9.5	9.1	46	45	9.5	9.9	38	42	11.3	11.7	45	49
Spelling	3.9	3.9	57	58	7.7	7.5	62	60	8.8	8.8	51	51	10.2	10.1	54	53	10.7	10.7	49	49	12.1	12.2	51	52
Reference Skills	**	**	**	**	7.8	7.5	62	57	7.7	7.7	37	37	9.6	9.5	47	45	10.2	10.2	41	41	10.6	11.2	41	46
NATIONAL NORM		3.8		50		6.8		50		8.8		50		9.8		50		10.8		50		11.8		50

** Not Tested At This Grade - Not Tested During 1989 School Year

Table D-5

REPORT ON THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS TESTING PROGRAM

INTRODUCTION

An important part of the school system's evaluation process is the administration of various tests and the interpretation of the test scores to the community. These scores are used by staff to determine student progress in instructional areas requiring remediation. The tests administered in the District of Columbia generally fall into two categories: standardized, norm-referenced tests and criterion-referenced tests.

A norm-referenced test contains items that test skills both above and below the grade level of the pupils being tested. The District of Columbia uses the Comprehensive Tests of Basic Skills (CTBS), Form U, to determine whether the performance of District of Columbia pupils is above, below or the same in comparison to the scores of pupils across the nation.

District of Columbia Public Schools

COMPARATIVE RESULTS AND ANALYSIS FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS
Grades 3, 6, 8, 9, and 11
(May 1988)

MEDIAN SCORES

	GRADE 3		GRADE 6		GRADE 8		GRADE 9		GRADE 11	
SKILLS AREA / FORM	GRADE EQUIVALENT 1987 1988 U	PERCENTILE 1987 1988 U	GRADE EQUIVALENT 1987 1988 U	PERCENTILE 1987 1988 U	GRADE EQUIVALENT 1987 1988 U	PERCENTILE 1987 1988 U	GRADE EQUIVALENT 1987 1988 U	PERCENTILE 1987 1988 U	GRADE EQUIVALENT 1987 1988 U	PERCENTILE 1987 1988 U
Reading	3.5 3.6	43 46	6.2 6.4	44 46	6.9 7.7	32 37	8.9 9.1	34 38	9.7 9.8	31 30
Mathematics	3.8 4.0	52 58	7.2 7.3	60 62	8.3 8.4	42 44	9.5 9.5	46 47	10.0 10.1	36 37
Language	3.7 3.9	46 53	6.8 7.0	49 51	7.2 7.8	37 42	8.5 8.9	38 41	9.9 10.1	35 36
TOTAL BATTERY	3.6 3.9	50 55	6.8 6.8	49 51	7.3 7.9	38 39	8.8 9.0	39 41	9.8 9.7	34 33
Science	3.7 3.8	49 53	6.3 6.4	43 45	** **	** **	8.7 8.9	41 42	8.9 8.9	27 27
Social Studies	3.6 3.7	46 48	6.5 6.5	47 47	** **	** **	9.3 9.3	45 44	10.3 10.5	38 39
Spelling	3.8 3.9	51 57	7.5 7.5	58 60	8.3 8.6	43 50	9.8 10.0	49 51	11.7 11.6	49 48
Reference Skills	** **	** **	7.4 7.5	57 58	7.3 7.5	33 35	9.2 9.4	42 44	10.3 10.3	37 37
NATIONAL NORM	3.8	50	6.8	50	8.8	50	9.8	50	11.8	50

* Not tested at this Grade

Analysis of Form U Results

The 1988 results from the Comprehensive Tests of Basic Skills (CTBS), Form U, indicate progress in all areas tested compared to last year. There is an improvement in the Language scores of two or more months at all grade levels tested, 3, 6, 8, 9 and 11. Mathematics is the major subject area with the highest overall scores-- above the national norm at the elementary grades and less than six months from grade level at grades 8 and 9. Although the Reading scores are not at the national norm, scores are two or more months higher than last year at the intermediate grade, 6, and at the secondary grades, 8 and 9, with the largest single increase occurring at grade 8, where an eight month improvement is reported. The Total Battery score, which is the composite of the Reading, Mathematics and Language scores, is two or more months higher than last year at the intermediate grades, with sixth graders achieving the national norm for the first time. Overall, the results for grade 6 students show the greatest gains in the major subject areas from the previous year.

Third grade students are achieving at or above the national norm in all areas except Reading and Social Studies. The total Battery score is one month above the national norm. Sixth graders are above the national norm in Mathematics, Language and Spelling. Their Total Battery score is at the national norm.

At the junior high level, grades 8 and 9, Reading scores are improved, while the Mathematics score for ninth graders is the same as last year. Eight graders report a five month improvement in Mathematics. Science scores for ninth graders are slightly higher than last year although the scores are one year below the national norm. At grade 11, there is a slight improvement in the Language, Social Studies and Mathematics areas. The slight decline in Reading and Spelling contributed to the one month decline in the Total Battery score of senior high students.

One Way to Help Ailing Schools

In 1968, the New Haven, Conn., schools were in bad shape, recalls James Comer, a professor of child psychiatry and director of Yale University's Child Study Center, [illegible].

"The schools were chaotic and parents and teachers were apathetic," Comer said. Student achievement was low and behavioral problems rampant. But Comer had a plan he thought could remedy the problems, and he said the school district was desperate enough to try anything.

So he took this plan into two elementary schools ranked 32nd and 33rd out of 33 schools in the city. The students, virtually all black and poor, were a year-and-a-half behind in achievement test scores by the 4th grade.

Comer's program has two basic components. One, the principal has to give up unilateral power and let the school be run by a school management team, consisting of the principal, parents, teachers and other staff. Two, a mental health team, made up of nurses, counselors, psychologists and the like, is established to deal with the emotional and social needs of the children.

In [illegible] this model, Comer was guided largely by the notion that parents, teachers and staff who share control of their schools will impart a positive attitude toward [illegible] the children. If [illegible] communicating well, he thought, students will be motivated to learn.

Today, Comer's program is used in all of New Haven's elementary schools and two middle schools. The two original schools now have the 3rd and 4th highest achievement levels in the city, he said.

Based on New Haven's success, the program has been picked up by nine other school districts in eight states, including Maryland's Prince George's County. And the Rockefeller Foundation recently pledged $15 million over the next five years to expand the program to other areas, including District schools.

Prince George's County adopted the program in 1985 in 10 predominantly black schools, and now it's used in about 30 schools, said Jan Stocklinski, the county's Comer process facilitator. The county enrolls some 105,000 students, of whom 64 percent are black, 3 percent Hispanic and 4 percent Asian. Management teams of from 12 to 20 adults each draw up a particular school's comprehensive plan, setting academic and social goals for the year and addressing any other issues that come up.

Parents at Columbia Park Elementary School in Landover didn't want to wait for report cards to find out how their children were doing. So they brought the issue to the management team, and teachers agreed to try weekly progress reports, Stocklinski said. When teachers said the weekly reports were too time-consuming, they settled on providing progress reports every two weeks. "People feel it's their school now, they have a real voice in it," Stocklinski said. "Parents are proud to be part of the school and the kids come to school with a greater respect for education."

While the schools report that test scores and attendance have improved under Comer's program, Stocklinski said the county now is collecting data to determine the impact of the program. Concrete results probably will be available next year.

In September, Comer's program is scheduled to be implemented at four elementary schools and one middle school in Washington. "The system has not been able to grow with the needs of students," noted Ellen Sistare, school system liaison to the D.C. Committee on Public Education. "We want to send a message to the children that we're all working on their behalf, and that education is good for them."

In the District, Howard University faculty will take on the role usually played by Yale's Child Study Center, providing staff development and evaluation support.

Those who have worked with the program applaud the fact that it leaves a lot of flexibility for each school to develop its own agenda. Nonetheless, there have been a few failures along the way. If a principal isn't willing to share power, or if the school district is in administrative turmoil, the program faces an uphill battle, Comer conceded. And he's learned that it's not a good idea to implement the program in only one school in a district, because if it doesn't work there, no one else will touch it.

—Debbie Goldberg

BEST COPY AVAILABLE

SAGE SCHOOL MISSION PROCESS

FACT

- Of 3.8 million 18 year old Americans in 1988, 700,000 dropped out of school and another 700,000 could not read their high school diploma.
- Illiteracy among minority students is as high as 40%.
- One million students in the United States drop out of school each year.
- 7 out of 10 high school students can't write a basic letter seeking employment or information.

THE CHALLENGE

The challenge is clear. The climate is ripe for change. In order for our society to survive and grow in the future, it is our responsibility as parents, educators, and business leaders to provide the youth of today with an educational experience that will not only allow them to survive in the world of tomorrow, but will allow them to succeed. Their potential is in our hands.

SAGE SCHOOL MISSION PROCESS

The SAGE School Mission Process goes to the very heart of reform: it seeks to create new schools from old ones; to breathe new life into decayed ideas and beliefs about learning and children, about needs and abilities. It is a fresh approach to school change founded upon the strong conviction that all children can learn, teachers can teach, and all schools can be successful.

REFORM: to improve by altering, correcting errors, or removing defects. (Webster's Dictionary)

UNIQUE FEATURES

The SAGE School Mission Process provides a means whereby the entire school community redefines its purpose,

"Through this process, for the first time, I have been able to determine the priority issues I have needed to address, and have had the teacher support to address them." (High School Principal, Sacramento, Calif.)

redirects its resources, reshapes its educational program and rededicates its energies. The SAGE School Mission Process brings together research based change theory, state-of-the-art technology and strong local input and ownership to develop a unique prescriptive plan for each school. SAGE then moves the school through implementation of this plan, carefully defining, orchestrating and monitoring

each specific step.

"Truancy has declined significantly in just this first semester of the program." (High School Principal, Cincinnati, Ohio)

SERVICES TO SCHOOL

ORIENTATION

- Designation of a field representative and support team to work closely with the school leadership team which develops and oversees the school's intervention plan.
- Development of a meaningful school mission.
- Analysis of the mission and its ramifications on programs, procedures, policies and curriculum.

DIAGNOSIS

- SAGE Interactive Analysis including Data Collection, Validation, Quantification and production of reporting documents which focus on obstacles to school improvement using technology developed in the aerospace industry to correct failure.

PRESCRIPTION

- Development of an intervention plan with ongoing assistance from field representative.
- Structuring of an ongoing evaluation process for each specific intervention event.

INTERVENTION

- Assistance, direction, and problem solving in implementation of site's intervention plan.

Activities involved in the SAGE School Mission Process itself promotes a climate ripe for positive change. Simply going through the SAGE School Mission Process fosters the development of human factors critical for organizational change to occur in a step-by-step, building block fashion.

"The Sage Process enabled teachers to become aware that our writing program was not comprehensive enough. We have now implemented a writing program across the curriculum..." (Elementary Principal, Elk Grove, Calif.)

ESSENTIAL INGREDIENTS

Key elements to this "change" climate are *Consensus*, *Focus*, and *Leverage*. And the key to developing these factors lies in generating a diagnosis that is valid, correct, and specific.

The SAGE School Mission Process, through its combination of human interaction and advanced technology achieves all three:

- o ...because it is able to receive and evaluate all input--opinion and fact, gripe and concern--and effectively process the interaction among events, it promotes an extremely strong *CONSENSUS*
- o ...because the process establishes the critical priorities, it promotes *FOCUS*; and
- o ...because this focus is genuinely shared, the process enables *LEVERAGE* of resources and energies from existing and newly identified sources.

IN SUMMARY

The SAGE School Mission Process, is the application of technology to enable schools to clearly understand, address and resolve the human issues critical to their success.

The SAGE School Mission Process is a dynamic change process in which a school can truly redefine its purpose and redesign its future.

SAGE CENTER for STRATEGIC ANALYSIS

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Annual Teacher Salaries
Washington Metropolitan Area
1990-1991

School System	Minimum	Maximum
D.C.*	$23,305	$48,175
Fairfax	$25,000	$53,564
Arlington	$25,757	$57,128
Montgomery**	$26,995	$54,626
Alexandria	$26,300	$55,915
Prince George's	$24,500	$49,284

* D.C. salaries are applicable for the 1990-1991 school year until a new collective bargaining agreement is reached between teachers and the school district. Next year's budget currently has no funding for a salary increase.

** Montgomery County salaries assumed to reflect 5.2% increase funded by the County Council. Actual raise is likely to be 6%, or minimum teacher salary $27,201 and maximum teacher salary $55,042.

Source: Survey of school systems

Annual Principal Salaries
Washington Metropolitan Area
1990-1991

School System	Minimum	Maximum
D.C.*	$44,880	$67,360
Fairfax	$46,776	$80,008
Arlington	$52,743	$83,842
Montgomery	$59,252	$82,284
Alexandria	$45,289	$73,617
Prince George's	$55,125	$74,550

* D.C. salaries are applicable for the 1990-1991 school year until a new collective bargaining agreement is reached between the principals' union (Council of School Officers) and the school district. Next year's budget currently has no funding for a salary increase.

Source: DCPS

FACT:

– Attachment 3

ndary schools depend
– faculty sponsors in
tion of the stipends
given to sponsors in other suburban districts and many receive no stipend at all.

5

Ms. RICE-THURSTON. We understand that when those programs took pace in different schools and students were asked to travel between their academic program and their vocational program, we lost hundreds of students who would not make that trip.

It is very important that you also understand some of the strengths of our school system that don't appear at first glance.

I want to deal with our national merit system, for example. Our schools are often scored low because we do not produce national merits in the finals.

There is something you must understand about that. We do not have a national merit examine. We have a State merit examine.

Every State has its own national merit cutoff. The District of Columbia, Delaware and Connecticut have the highest national merit cutoffs in the United States.

Had our students been compared to the students that had the lowest cutoff, which was 180, compared to the criteria that they did have, which was 202, we would have had 18 national merits in our finalists.

Mr. DYMALLY. Would you explain the cutoff?

Ms. RICE-THURSTON. Yes.

As a matter of fact, I am going to send you material on it. The Educational Testing Service has a table which I did not bring that shows State-by-State the cutoff point.

It is also a State-by-State analysis of State income because the rust belt States are in the 90's, and 80's, the Southern States are in the 80's and low 90's. The high income States have high 90's to 200's in their national, in their national merit cutoff, which means that instead of saying every child is judged, and there may be some very, very, quote, "dumb States in the Union," we don't say that.

It is my personal belief that if every Congress person knew they could come up with no national merit finalists, they would not allow the National Education Merit System to come up with that kind of examine given the implications of that examine to the impression of that State. Every State by population is allocated a number of finalists.

You go down the ranking of the students in your State until you have a cutoff point.

Mr. DYMALLY. The fact that you have a small population here means you have a small amount?

Ms. RICE-THURSTON. Absolutely. Because we have a very high-income population and very well-educated population at the top end, which is what national merit examines tend to measure, we are seriously penalized.

If the examine were strictly a national examine, we would be far better off.

The school system does not show itself in our best light. While our median test scores are entirely mediocre, we have outstanding children in the school system, marvelous people.

Their scores don't appear when you just give averages. We also have programs that we have instituted in our high schools and junior high schools that bring out the best in children who are a part of those programs, but at no time are the scores of children in those programs highlighted so that parents can see and the public can see that we do have wonderful successes in our school system;

successes that we can build on by expanding those kinds of programs to cover more students.

I would like to conclude my part of our Parents United presentation and let you hear from Mary Levy, who is our parent, finance analyst and analyst of our school system.

Thank you.

Mr. DYMALLY. Ms. Benjamin, is she here?

STATEMENT OF MARY LEVY

Ms. LEVY. I am Mary Levy.

Mr. DYMALLY. Does Parents United have a full-time office?

Ms. LEVY. Yes. We are at I Street.

I have done research on the school system for the last 10 years for Parents United.

I am also a parent. I have had children in the D.C. public schools for the past 16 years, and I am really very proud of that.

I put together our statement, and I just want to call your attention to the fact that when I did it, I tried to give you an overview and some of the background that could be helpful in looking at the school system.

I started with the enrollment, the ratio and ethnic breakdown and the recent enrollment patterns. I have also put in test scores in recent years, SAT scores, grade point average in the high schools, attendance figures and that sort of thing, plus a listing of good news of the kind Ms. Rice-Thurston gave you because we do like to remind people that the D.C. schools have their own share of success and that they do the job very well for some students, including my own.

Mr. DYMALLY. You are not obviously discouraged by the failures? You keep on trucking for 16 years?

Ms. LEVY. That is right. We have the ambition to have a school system that is a model for the Nation, and we believe that if we all get behind it that will happen.

We also believe, though, that the current rate of failure and underachievement is absolutely unacceptable. I believe that if you were to take the D.C. school system and put it down in some other place where we have a lot of well-to-do and highly educated parents, that you would see a lot higher rate of high achievement.

It is not just what the school system is doing. It is the problems they have to contend with.

Mr. DYMALLY. Enumerate some of those problems.

Ms. LEVY. Well, we know that we have many low-income children who have a lot of trouble that they bring to school.

It is very hard to do homework in an apartment that is not heated. Middle-class children with highly educated parents turn to them for help with their homework.

A parent who has probably not finished high school can't deal with that kind of thing.

As far as the school system itself goes, we would like to second what Togo West said for COPE about teacher's salaries. They are way too low.

I am the president of the PTA at Wilson Senior High School, and I can tell you that first we lost an excellent Hispanic assistant

principal to the suburbs. Then we lost our principal to the suburbs; a big pay increase.

In the last month we have lost an excellent teacher to Alexandria. We have lost our Latin teacher to Fairfax County.

This is a Latin teacher who had become locally famous because he made students love Latin.

Mr. DYMALLY. Amo, Amas, Amant, Amanus, Amant's, Amant. You sound like if you were appearing from my school district in Compton because we lost a lot of our teachers to high paying Los Angeles City schools.

Ms. LEVY. Yesterday I learned we are losing my daughter's counselor to Arlington County. A wonderful counselor, we can't afford to lose her, but we will.

The teacher is probably the single most important factor in the education of a child, and we have to get good ones. We need them more than the suburbs, but we have a lot of trouble because of the salaries.

We second COPE on the need for a career ladder and for alternative certification. We think that is very important and we have been disappointed at the lack of movement in the school system toward that.

We have a teacher evaluation team, unfortunately, that seems to be unsatisfactory to everybody who deals with it.

Good news, at least for a while, is that teacher union negotiations are right now in progress for a contract that will cover the next 3 years. So, we have a chance to do something about these things.

I think the school system deserves to be commended for the positions it has taken in these negotiations. The school system is saying that we must have a longer day so that our children get the same instructional days as those in the suburbs.

It is saying that we have to improve the evaluation system. So we think it is very important——

Mr. DYMALLY. Evaluation system of the teachers?

Ms. LEVY. Yes, the evaluation system of the teachers. We think it is important that the entire community get behind the school system and support it in trying to negotiate these two things in return for paying our teachers as much as they could get if they go out into the suburbs. Unfortunately, what has happened in recent contract negotiations is that we have made a very bad compromise.

We pay our teachers less and they get a shorter day, and they get an ineffectual evaluation system. That means that really the compromise is paid for by the children.

Second, Delabian and others have told you about the conditions of our building. We are not talking about interior decoration. We are talking about basic health and safety.

We have included some information.

We have a list which is just examples of some of the things that are wrong with our buildings, like children going to classrooms without heat, children stepping on used hypodermic needles in the playground because the fences are broken and addicts come in.

We have given you one page on page 12. We could give you a volume on this thing as to the awful things that go on in these buildings.

I think that the fire code violations which we talk about on pages 12 to 13 illustrate this. The latest news about the fire code violations in the school system is that in recent weeks the D.C. Fire Department largely at the instigation of the voluntary law firm that we got to work on it for Parents United, the fire department has had a crash program to inspect public schools for fire violations. Unfortunately, they have found hundreds of fire code violations in the schools.

Several schools were told that unless they corrected these conditions immediately, they couldn't open. Now, the school system to its great credit, especially consider its financial situation, has come into compliance on those things. We don't get that from the school system. We get it from the fire department.

They told us that by and large the school system has been able to do what they wanted. But, it is going to take a lot more, and the problem here, as with the teachers, is getting enough money to do it.

Those are the two really big ticket items that the system needs money for.

On the subject of money, we started out working on the school system budget and financial reports.

We have a tremendous amount of information on it. We are happy to make that available to the committee at any time. I think, though, that our most important concern is the COPE reform program.

Mr. West really understated it when he said that COPE's report has been received enthusiastically. We parents do not just receive it enthusiastically, it is our program. We have an integrated program, and we want the whole community to pull behind it.

Mr. DYMALLY. Was Parents United part of the COPE study?

Ms. RICE-THURSTON. Parents United in conference with COPE people, were able to get parents on the COPE committee who have been intimately involved with Parents United and the Washington parent group fund so that the parents who were a part of the evaluation of finance, all of the committees of COPE, were parents with a long history of advocacy.

Mr. DYMALLY. You mentioned advocacy. You mentioned the schools as advocates.

Could you tell me what kind of advocacy role they played, Ms. Rice.

Ms. RICE-THURSTON. Yes. There were this year basically the level of things that Parents United asked parents to do through their schools.

The advocacy ones would attend community school board meetings in the months of October, November, February and March. Our board of education meets to have parents from two wards talk about their schools.

Anybody can come, but these two wards are the key ones for that meeting. We call all PTA presidents and ask them to come or send a representative.

The finance committee at the school board has a hearing, has three. The Mayor has a hearing on school budget needs, and the D.C. Council Committee on Education had a hearing on school budget needs.

We also encourage parents to attend advocacy meetings that Parents United organize so that parents could talk with their council member. We call every PTA president and ask them to send themselves to talk with their council member.

Between those kinds of actions, parents have a number of opportunities to be advocates for their schools.

In addition, this year schools were proposed for closing. Parents United has for a long time understood that when you build schools and you plan them, give a school enrollment of 165,000 children and you turn around 20 years later and find that you have 81,300, it is very clear that you have overbuilt.

We have told the school system for a long time they need to consolidate programs because we have schools with 200 students, 100 students, sometimes 300 students that have a half an art teacher, a half of a science teacher, when they really need a whole teacher.

But because of equalization laws and court rulings, our system had to provide no more for one set of children than another. So we have schools that are functioning with half of a curriculum.

We have felt that if parents were given the opportunity to come together and plan together with their board member the kind of program they would like to see in their school, we think they would all say, hey, if we could have a whole science program and we could get these kinds of improvements to our school and all we have to do is combine ourselves with a school that is four or five blocks away, it would be worth doing it.

Well, our school system, unfortunately, didn't plot it that way. But they did have hearings so that the 12 schools that organized themselves to impress upon their school board members that they shouldn't be closed, those schools are advocates.

Quite frankly, it was amazing. Parents, PTA presidents who complained for years, the whole time I have been calling them, that I can't get parents out. I don't know how to get them involved.

The moment the existence of that school was threatened, they got parents. So we have encouraged them to build on that and keep a roster of all those parents and start putting them into a network of school improvement. So those are the kinds of things we have been doing.

Mr. DYMALLY. Ms. Levy, I didn't mean to interrupt you. Please proceed.

Ms. LEVY. I wanted to conclude by summarizing the financial situation. As Mr. Bush and Dr. Jenkins said in regard to the buildings, they have a one shot infusion of funds for next year which will be a big help in making a dent in that $150 million backlog.

However, the problem that outsiders seem to have yet to realize is that one shot infusion of money to repair the buildings aren't going to do it. Maintenance has been unfunded in the school system's budget, just the routine maintenance that prevents decay, it has been unfunded for decades. It is still underfunded.

They should have $30 million in that budget every year for replacing doors, for doing painting, for doing all the small jobs before they get to be big ones, and they have 12. Until that is fixed, we are going to continue to have these problems. That and the teachers salaries are the two big problems.

I would like to call your attention to the existence of a 4-year plan that came into existence at the suggestion of Mr. Dixon of the Subcommittee on the District. This is a plan for school system reform and getting some Federal appropriations to a limited number of programs.

He suggested getting a bipartisan coalition. In fact, what is in this 4-year plan, part of it has been provided by the Congress as far as it has gone in this year's fiscal 1991 budget sessions.

However, this is a 4-year plan. There are 3 years sitting out there. That, as we understand it, is really within the province of your subcommittee because it is 4 years.

We should be getting authorization. We hope that this body will consider that plan very carefully. It was put together by the school system and COPE jointly.

It would be Federal appropriations which would be, you know, matched sometimes as much as 4 to 1 by local appropriations and supplemented by private sector contributions for some of the most central programs in school reform.

We would be very pleased to provide any information on the school system, on its budget that we can be helpful with. We pledge to monitor it as the school system is spending it.

I would like to add one thing. You asked Mr. West——

Mr. DYMALLY. I have just instructed staff to incorporate your ideas for a letter from me to Mr. Dixon.

Ms. LEVY. You asked Mr. West about the results over the first year of the COPE plan and whether there were any initiatives that he could cite as great shining examples of something that had happened.

I also do some work for COPE in tracking implementation. There are a lot of initiatives that are part way along.

There are some where we have been disappointed, but there are others where we have been very pleased. Three that I just want call your attention to are the early childhood program. That is our prekindergartens for 4-year olds where the school system has really picked up all of COPE's recommendations.

They have run with it. They are really trying very hard. They are doing as much as could possibly be expected in that area in 1 year.

I mean that is a, to me, a great shining achievement. There is the Comer program. That is something COPE brought into the school system. I have attached a one-page description of it to the back of our testimony so you know what the Comer program is.

That is another one, COPE brought it in, the school system picked it up enthusiastically. It is right on track. We think that within the schools where it is being implemented, that is about 10 or 11 schools, it is really going to make a difference.

Finally, as we understand it, the school system is working on a comprehensive 5-year plan that integrates all of the COPE recommendations, and lays out just what is to happen each year with specific plans, specific objectives, with specific program measures so that people can look at it and say yes, it has been done or no it has not been done.

This is wonderful. That means this one integrated plan which we are all trying to get behind is being thoroughly adopted and inte-

grated into the school system. That, I think, is probably the single most important thing that could have happened this year.

We are on that track. If we are able to stay there, we think we can see some of the really badly needed improvements.

Mr. DYMALLY. Thank you very much. As one who rooms and boards in this city for about 9 months a year, all I hear about is the bad things about the school system.

I am very pleased that you have brought some good news. There are some good things taking place in the District, but one does not read about these things.

I just contemplated here how I could impress upon my superintendent to adopt some of the measures that at least Parents United and COPE have recommended.

Let me ask Mr. Brown a question.

Mr. Brown, how do you select your students for the Accord Program?

What do they do? How do you evaluate—how old is this program?

Mr. BROWN. The program completed its first full year of implementation at two target sites, Anacostia and Cardozo in June. We grade who could profit from the activities. Therefore, we include them all.

We determined that we would not limit participation to the lower 25 percent or the lower 50 percent because as soon as we did that, we would discriminate against others who needed the treatment as well.

All 11th grade students are allowed to participate, and most need the intervention and participate in it.

Mr. DYMALLY. One troubling part of the testimony of Dr. Jenkins was the dropout rate. Would you care to address that, Ms. Thurston?

Ms. RICE-THURSTON. I don't understand that. Address it in what way?

I cannot say that they have a program that is going to eliminate it immediately.

What we want to do is create schools that attract children because the teachers are of high quality, because the facility is in good condition, because the programs meet children's needs and because children understand what they want out of their future and that school, paying attention to their education is a part of that.

Right now, quite frankly, I had the bright idea when I went to a school and listened to people talk that one of the problems these kids had was they didn't have a game plan. These kids were in 7th grade and they didn't know the kinds of skills they had to have in 12th grade and go to any college they wanted to go to, not any college that would take them, but so that they could turn down the best.

I asked them what kind of English did they need? I don't know. What kind of foreign language had they taken? I don't know.

Nobody gave them a game plan. I called the school system and asked them what are the courses from 7th grade through 12th that a person has to have. They told me it depends on the school you go to.

I said what does a person need to have to be competitive, to be able to take precalculus or calculus? Every school doesn't offer it. Well, to take, you know, 4 levels of chemistry or sciences or whatever—well, every school doesn't—I said, no, no, no.

Every school should be offering a college competitive program for every child, but they are not, number one.

Number two, the parents don't know to demand them. If your parents dropped out of high school, they don't know the road that you have to take. That is important because I am not relying on any counselor to tell my children what they need to know.

They started knowing it when they were three. But, for a lot of kids that is not the way. One of my concerns is just to get into children's hands the courses they need and the questions they have to ask. That is something we as parents have to start demanding of our school system.

To answer your question what about the dropout rate, there is a lot about it.

There are a whole lot of elements to reducing it. But parental involvement to make sure that your child's individual school is a good one is a very strong start.

Mr. DYMALLY. All right. You addressed the question of precollege training. What about preworld of work training?

Ms. RICE-THURSTON. To me they are the same because there is no person who is going into a job who will not have to fill out a description of what they do at some point, who will not have to write a resume, who will not have to apply for a loan in order to start their own business at some point.

Everybody needs skills. Now, I personally don't separate academic development from vocational development. Many people do. I don't.

I want to see a strong educational program for every child. If you go to Kramer Junior High School, they have in their basement a model house that is being built by students in that school, students who are, quote, "vocational students."

But the principal told me that the girls and boys involved in that program had an increase in their academic grades when they got involved in building stuff. Because in order to understand how to build it, you have to know some geometry, you have to know a whole lot of things. I see this as a network.

If we get good schools, then we will have good vocational programs and we will have good academic programs, and the kids will thrive.

Mr. DYMALLY. Mr. Brown, are you deep into your program to have made job placements already or have you reached that far yet?

Mr. BROWN. The mentorship program begins this fall. I worked with, I am working with a group to put the monitoring and placement activities in place. They have already identified job sites for 70 students.

The employers have agreed to take the students during the school year and keep them for the summer. We are very careful to get job sites that are going to be appropriate and that are going to be—that we are going to be able to return students to year from year, year by year as the program progresses.

So, that is, that component is really coming on board even as we speak.

Mr. DYMALLY. For Parents United, we want to reserve the right to send you some questions for further responses because time does not permit us to ask them now.

Just one final question. We want to do the same thing with Mr. Brown.

How many students have you identified in homeless shelters or have you delved into that, Ms. Levy?

Ms. LEVY. I don't have it with me. There was a report that came out on that recently.

At one point they had something over 800 in homeless shelters. That has now been cut back. That is because the city itself closed down places like the Capital Motor Inn where they were keeping them.

I think they are now down to 300 or 400. We would be pleased to send that information with answers to other questions.

Mr. DYMALLY. That is a phenomenon in this country now, the homeless child. They used to have boarder homes. The homeless child is a new phenomenon which has arisen in the last 10 years.

Ms. LEVY. Yes. The school system has set up a special unit to deal with homeless children, to try to identify them and then to try to deal with the problems they face because they need to maintain some stability instead of having them switch from school to school as they move from shelter to shelter.

They are providing counseling and psychological services to help counsel the children and the parents. I think that the resources they have are quite inadequate for the magnitude of the job.

Organizationally they have made a good start on it.

Mr. DYMALLY. Thank you very much, indeed.

Ms. LEVY. Thank you.

Mr. DYMALLY. The records will be left open for any witness who wishes to entertain testimony in the record.

Mr. DYMALLY. The meeting is adjourned.

[Whereupon, at 11:30 a.m., the subcommittee adjourned.]

[The prepared closing statement of Mr. Dymally and additional material received for the record follow:]

APPENDIX

CLOSING STATEMENT

OF

THE HONORABLE MERVYN M. DYMALLY

CHAIRMAN, SUBCOMMITTEE ON JUDICIARY AND EDUCATION

COMMITTEE ON THE DISTRICT OF COLUMBIA

OVERSIGHT HEARING ON D.C. PUBLIC SCHOOL SYSTEM

TUESDAY, SEPTEMBER 18, 1990

AGAIN, MY THANKS TO ALL OF YOU FOR COMING AND WE ARE GRATEFUL FOR THE TIME THAT YOU HAVE TAKEN TO SHARE YOUR VIEWS WITH US. I WISH TO EXPRESS MY APOLOGY AGAIN FOR OUR INABILITY TO HEAR FROM EVERYONE WITH OPINIONS ON THE SUBJECT OF D.C. PUBLIC SCHOOLS, BUT THE RECORD SHALL REMAIN OPEN FOR 15 DAYS, AND I HAVE ASKED STAFF TO ACCEPT FOR INCLUSION IN COMMITTEE FILES ALL STATEMENTS RELEVANT TO THE CONCERNS OF THIS HEARING.

Parents Against Drugs and Po' Education

1750 Harvard Street,
Suite 101-A
Washington, D.C. 20009
(202) 387-2639

To: Subcommittee on Judiciary and Education
Committee on the District of Columbia

Subject: Oversight Hearing on the District of Columbia Public School System

As a member of the community of residents of the District of Columbia, and as the Executive Director of Parents Against Drugs and Po' Education, I, Joseph S. Person am pleased to have the opportunity to testify at this hearing. The notice of this hearing presented conflicting and confusing information in that

1) Its purpose is stated to be an oversight hearing on the D.C. Public School System. I am unaware of any direct Federal oversight of the D.C. Public Schools in view of the fact that this is an elected Board of Education charged with oversight. Perhaps, the Chair, the Hon. Mr. Dymally, may clarify whether this oversight hearing is intended to be oversight of the members of the Board with a view perhaps to eliminate that Board.

2) The persons to whom one of these notices was copied raises some interesting speculations. Why, for example was Mr. Bob Boyd and Ms. Paula Perelman copied? What was their role in getting this "oversight" hearing on the docket? I expected to see all members of the School Board copied and perhaps Ms. Cecelia Wirtz, Legal Counsel of the Board of Education, copied. I hope we are not operating under a plantation mentality that what is white is right and, therefore, that only some of those individuals would be copied.

STELLA S. GOMES

300 M STREET, S.W., SUITE 811
WASHINGTON, D.C. 20024

TO: MEMBERS OF THE JUDICIARY AND EDUCATION SUBCOMMITTEE OF THE COMMITTEE ON THE DISTRICT OF COLUMBIA

SUBJECT: STATUS UPDATE HEARING ON THE PUBLIC SCHOOL SYSTEM OF THE DISTRICT OF COLUMBIA

I am pleased to have this opportunity to appear before you to bring testimony regarding an important special program called SATURDAY ACADEMY. During School Years 1988-89 and 1989-90, I was fortunate to be the Oversight Officer for this program which was conducted with grant funds from AEtna Life and Casualty Inc. Cooperating in this endeavour were the U.S. Office of Personnel Management, the University of the District of Columbia and Howard University. (Incidentally, I am currently employed by Howard University's School of Education as an Assistant Professor in the Department of Curriculum and Teaching.) The Saturday Academy met for ten successive Saturdays each semester affording enrichment activities in Oral and Written Communication, Mathematics, Science and Computer Science to approximately sixty (60) seventh grade students. Parents of these students also attended their children's classes for part of the time and then were given workshops on a variety of topics including parenting skills, nutrition and health, communicable diseases, how to communicate with teenagers, and how to support your children's education. The seminars and enrichment activities were well received. To date, over two hundred and fifty students and their parents from four junior high schools.

This program builds on a successful model being run by Aetna in Hartford, Connecticut since 1982. Intervening at the most crucial time of a youngster's life is in the opinion of this educator setting the tone of how he or she will perform throughout the secondary school years and beyond. It may eliminate the potential for dropping out of school, build on the high expectations that is a hallmark of the program, help children acquire an appreciation for the world of work through mentoring relationships, and involve parents in the process. The U.S. Office of Personnel Management has provided space at its Washington Training Offices and some volunteers to help with parent workshops. Officials from AEtna and Howard University have begun to discuss ways to expand the program to eight schools this year. I am pleased to have been a part of it and for the opportunity to testify.

Stella S. Gomes 9/10/90

Stella S. Gomes, Ph.D.

SSG:ms

THE COMMITTEE TO RECALL ROBERT "BOB" BOYD
SCHOOL BOARD REPRESENTATIVE FOR WARD 6
1806 BURKE STREET, SOUTHEAST
WASHINGTON, D. C. 20003

September 10, 1990

The Honorable Mervyn M Dymally
Chairman, Subcommittee on
Judiciary and Education
U. S. House of Representative
Washington, D. C. 20515

Dear Mr. Chairman:

This letter and enclosure is being sent to you and fellow committee members because the community in Ward 6 wants you know that it is more than just a few disgruntled parents who are trying to make their voice be heard.

Bob Boyd is being recalled because he has committed the ultimate crimes against the community in which he supposed to represent. Note, the following is just a few and not limited to only this:

1. Mr. Boyd lack of, no communications to the community and the keeping of parental involvement down to none.

2. The creating of a segregated school system with D.C. Tax money. Children who live in the housing project across the street from Capitol Hill Cluster (Watkins) can not attend the school that is situated one block from their home, they must travel 5 to 6 blocks to attend Taylor Elementary

3. His lack of interest in responding to those schools and school children needs that are not situated on Capitol Hill. The lack of interest in affording all the children in Ward 6 accessibility to a quality and quantitative education.

4. His rewriting the purpose of the Board Education criteria to read Real Estate Brokers and Speculators to cut deals at the expense of our children.

5. His lack of interest when closing the schools by writing that, 1) health and safety are not a factor, 2) school role to community is not a factory, 3) education effectiveness of facility is not a factor.

6. No leadership to children not situatated on Capitol Hill.

7. He giving the appearance that he has negotiated government legislation in having the school board being able to sale and retain funds from sale of schools and he is getting some type of compensation. (Documentation: (1) Agenda from ANC Public Mtg. 4-8-90 were he was question in this regard and the questioning can be heard in the ANC Office located 921 Pa. Ave., S.E. (543-3344).

8. The community dis-satisfaction of the disbursements of school budget fund of 80% - Administration (salaries), 17% Facility Management, 3% children. We feel in the past eight years the children should receive more than 3% out of the school budget spent on them.

Solution:

1. To have an audit -- showing all budget monies and expenditures given to the school system.

2. Have an investigation of allegation that the school board members are using their position for personnel gains. Campaigning for city council, real estate deals, etfc.

3. Investigate to what city council members and school board members are using their position to control or create real estate deals by the passing of legislation involving school property inventory and it's sale.

4. The disbursment of the Capitol Hill Cluster or give the children living in the housing projects the opportunity to attend.

5. Reopen Bryan Elementary School until the Board of Education can bring Payne's children test scores up to be equvalent to Bryan Elementary, get rid of the fire and health code violation.

6. To establish and maintain a school base management, but only after getting rid of some of the school's administrators who are bargining away their position in order to go downtown in the Superindent's Office at the children expense.

The children are our future, we can pay for their education know and let them take their place in society later, or we can warehouse them.

Carolyn A. Bowling
Advisory Neighborhood
Commissioner Ward 6B-12

Robert L. Graves
Committee to Recall Robert Boyd
School Board Rep. Ward 6

BACKGROUND INFORMATION ON THE RECALL
ROBERT "BOB" BOYD

In June 1989, the D.C. COPE (Committee on Public Education) came out with researched publication entitled "Our Children, Our Future". This report was written for the use as a guideline to revitalize our school and its system.

Comments regarding this report as stated by President of the Board of Education and the Superintendent of Schools for the District of Columbia stated: "Respectively, we invite your review of this report by the D.C. Committee on Public Education and the report represents, in our judgement, a blueprint for our school system's future.

The nucleus of this report was the emphasis of whatever must be done, The Children Come First. To put this document into prospective one must place corrective measures into chronological order. No education system should accommodate a few for success and the majority for failure. If the school system is revitalizing itself, it should have a chronological approach to follow with great emphasis on teaching our children, not saving money to support administration. 87% of the D.C. School Board Budget goes to ADMINISTRATION -- Administration is salaries. 3% of the D.C. School Board Budget is actually spent on the CHILDREN.

Our school board at-large representative's and its school board individual ward representative's should be severely reprimanded, if not dismissed from their position for letting our school and its children come under this type of deterioration and mismanagement of an institution.

Many of our children live in extremely difficult situation and we must find a way to show them that education is their path to a brighter future. If we let the D.C. School Board and its representatives come into our community to restructure the community, we are going to loose our children to the warehousing system.

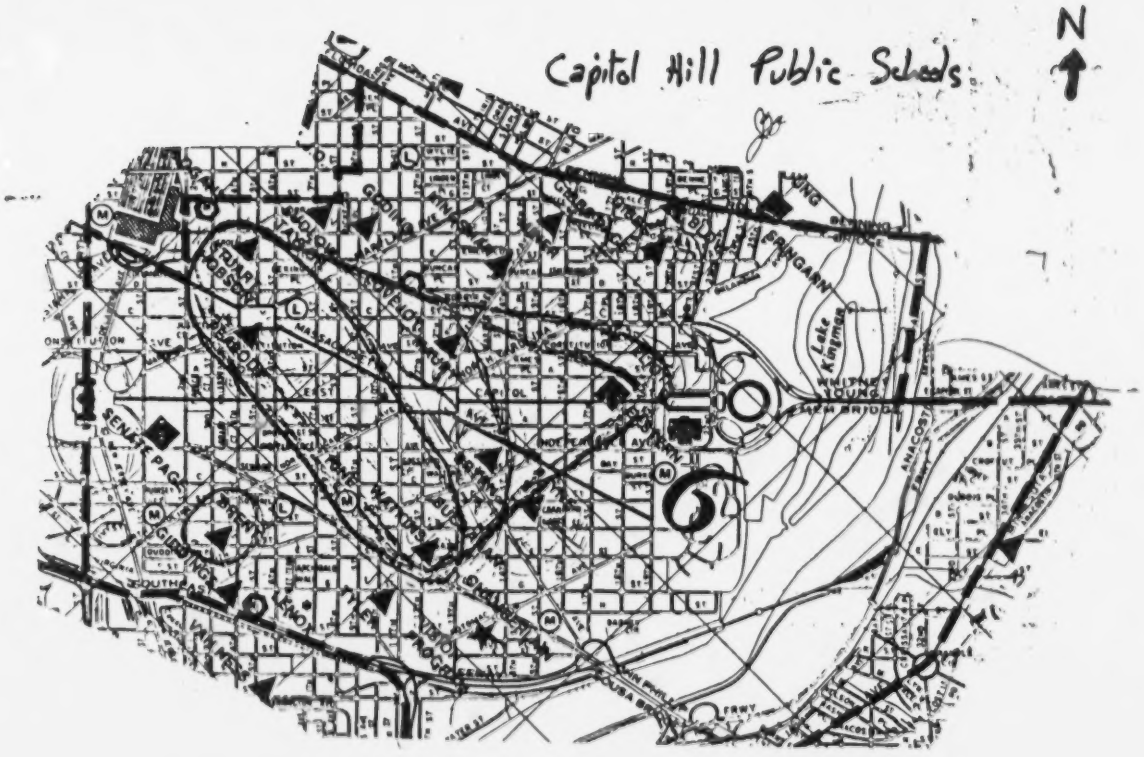
Already we are building in Ward 6 another warehouse for people. That warehouse is called prison and drug treatment faucilty. Community, we can pay now and give the children a top grade education and receive a positive and constructive person to take their place in society, or we later try to substantiate the community school closing/savings and the restructing of community by investing in cemeteries plots, investing in the public prosecutors/public defenders system, the building of a warehousing system called the prison system and most of all the first, second, third generation of welfare.

The Ward 6 School Board Representative Robert "Bob" Boyd, Chairperson on the Committee of Buildings and Grounds wrote and summarized a very contradictive report on why we should close our public schools. Using community trends (even though the census report has not been published), present population of the schools, and last year school enrollment (even though some schools show a slight increase trend and at the present time legislation is being reviewed regard changing school entry age for children). Bob Boyd and his committee came up with a formula for closing and restructuring a community. This effort was not performed so that your children can receive better computer equipment, full time teachers and teacher aides, books, resources, this was performed because deals where cut at the expense of your child so that community trends can be dictated.

Mr. Boyd introduced and had the board implement a private school system for the elite called the CLUSTER, and at any giving time you can watch and see how many congressional staff persons with Virginia and Maryland tags, as well as embassy persons drop their children off at that school. The school program was established to accommodate those of influence and to accommodate and make attractive a new life style trend that is trying to be establish and dictated for "Capitol Hill". This system and the backdoor approach of the flux process in your taxes by closing these schools to later sale to developers and the gentrification process for the re-establishing and controlling a community and its neighbors in Ward 6 through trend setting of properties and business. All this is done at the expense of children.

In closing these schools, and the moneys which are supposed to be saved, no one on the board, or Bob Boyd has come to the community or the parents to tell what improvements the CHILDREN will be receiving in September when school reopens after closing their school and restructing their community. Bob Boyd has not told the community nor the parents how many new text and work books, operating computers/programs/equipment, teachers, what type of science/language lab equipment/instructor/books, resources equipment and aides, rectification of fire code violations, safety precautions and measures being implemented for these children because of the drug paraphernalia found on the playground, the structure repairs completion date before school reopens, the environmental repairs (for example-asbestos removal and other) before the children return to school in September.

Bob Boyd has become self serving instead of community serving. By his trying to reconstruct and trend play in this Ward. He has abused his position and the community. Ward 6 school and its system belongs to the CHILDREN. The parents, the community and most of all the children have found you Bob Boyd insubordinate, along with undermining the community and self server instead of community serving. Upon unanimous decision, we have sentenced you to REMOVAL from the school system and the position of School Board Representative for Ward 6.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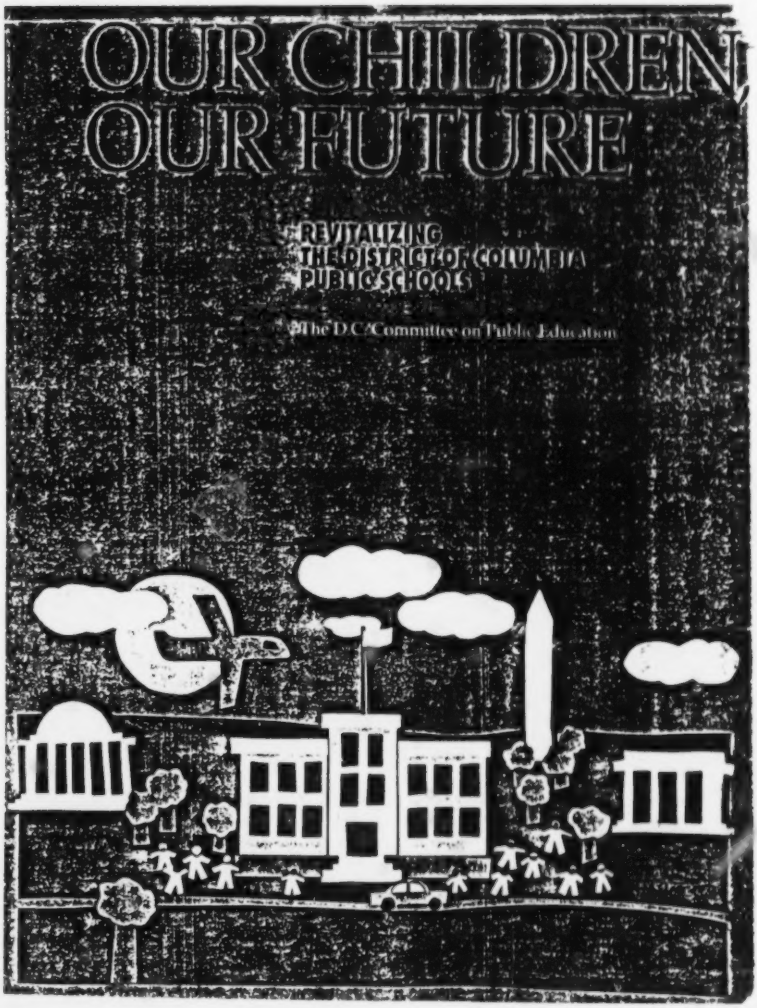
OUR CHILDREN
OUR FUTURE
REVITALIZING
THE DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
The D.C. Committee on Public Education

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FROM THE D.C. COMMITTEE ON PUBLIC EDUCATION

June 21, 1989

An Open Letter to Our Fellow Citizens:

Over the past six months, the D.C. Committee on Public Education has undertaken an intensive examination of all aspects of the public school system in the District of Columbia. As you may know, the Committee was formed by the Federal City Council last year at the behest of the Superintendent of Schools, Dr. Andrew Jenkins, and the Board of Education. The Federal City Council was asked to put together a broad-based committee to work with the Superintendent and the Board to develop a long-range plan to improve the education provided to children in our city.

Our Committee numbers some 64 individuals drawn from the business and professional community, the churches, the universities, parents, and nationally recognized experts in education.

We want to stress that the Committee has been working in partnership with Dr. Jenkins, with the Board of Education, and with the Mayor and City Council. It has been a collaborative process from the beginning, and we expect to work with the Superintendent, the Board, and city officials to achieve our mutual goal of improving the educational system for the 88,000 youngsters in our public schools.

All of us know that serious issues face our nation and its urban areas—and the District of Columbia is no exception. The drug scourge has reached epidemic proportions and cannot be allowed to go unchecked. Children in our urban areas are particularly vulnerable. And we as a society must come to grips with this serious problem. We must work together for our children. They are our future. They are this country's most precious resource and that resource cannot be squandered.

Today, the city's agenda appears driven by the harsh realities of drugs, crime, and violence. And the solutions that are being discussed— more police, more prisons, and a swifter and tougher criminal justice system—represent important, short-term approaches to reclaiming city streets and neighborhoods.

But, quite frankly, these approaches are short-term and ignore the need to create a future for our children and our city. We already have a higher percentage of adults in jail than any other jurisdiction in the United States—more than 1,500 people incarcerated for every 100,000 residents. We already have a budget for corrections that has grown by 100 percent over the last six years. We already have the largest police force on a per capita basis of any city in the country.

In dealing with the problems that confront today's young people, we firmly believe that this community needs to take a long-term approach. We must all commit to working with youngsters. Many of the city's children live under extremely difficult circumstances and we must find a way to show them that education is their path to a brighter future. That discipline and hard work pay off in the long run.

But how do we send this message to kids? One way is to work with an institution that can offer a positive alternative—and that's the public school system. Although it doesn't get said often enough, our Committee has reconfirmed that most of our schools are places where learning is taking place, and where kids are engaged in productive activities. We need to give credit to the teachers and the principals who are making this happen, even in the face of very trying circumstances.

Thanks to the work of dedicated professionals in the school system, a substantial number of students benefit enormously from their public education in the District. They learn about themselves and the world, they learn the basics of mathematics and English, they learn to compute, they learn to

express themselves in the written and spoken word, and they learn tolerance and the importance of treating others with dignity and respect.

These success stories go virtually unnoticed in this city. For example, our elementary school students at both the third and sixth grade levels are scoring at the national average on composite tests of basic skills in English and math. A number of elementary schools offer math and science programs that would be the envy of any school in the country. At Shepherd Elementary School, there is a remarkable pilot program that challenges children and encourages them to be inquisitive.

We also have some real success stories at the secondary school level. Vera White, the principal at Jefferson Junior High School, oversees a rich variety of programs for all youngsters, including after-school activities that keep children engaged and involved in a positive way. Over 75 percent of the graduates of Banneker Senior High School go on to college. And the Ellington School has produced outstanding performing artists.

Having said that, we cannot ignore the very real problems that confront the District of Columbia and its schools. Problems begin early for children, and poverty is at the root of many difficulties. Approximately 30 percent of all children in the District under 16 live in poverty. Many more children come from homes where the only parent must work outside the home to support them, and therefore cannot supervise them before and after school or during the summer months. Many of these parents are school dropouts who lack certain parenting skills. As a result, children's visions of the future are limited, and dominated by the realities of the streets.

From the start, our teachers and principals see young children who come to school with health and developmental problems so severe that they have difficulty identifying primary colors or holding crayons. Health officials have stated that we have a growing problem in this community of children who are born to substance-abusing mothers, children who are seriously affected because of their mother's drug use during pregnancy.

As children grow older, our schools fail to reach many of them. We talked to students. Too many are not engaged in education. They find school boring, unchallenging, uncaring, and not relevant to their lives. Too many students are not attached to school, either emotionally or intellectually. From the beginning, they feel like failures, and they do fail.

Four out of 10 D.C. teenagers drop out of school before earning a diploma. Our graduating seniors, on the average, are two years behind their peers in terms of basic math and reading. They are often not fully prepared for the world of work and many of those who go on to higher education require remedial work.

Whereas in the past, youngsters who dropped out or did not do well in school had good jobs at good wages to drop into, today's dropouts and undereducated youth have little prospect of a bright economic future. The jobs of today, and particularly in the D.C. area, demand the capacity to do knowledge work, to have the skills necessary to continue to learn in order to adjust to the rapid advances in technology and information and their application. Anyone without a solid education, not only in the basics but in problem-solving and thinking, will be left behind. The reality is that the D.C. schools have not kept pace with this new world—and, unfortunately, many of the children in D.C. are being left behind.

The practical effects for Washington are plain to see. Our school system produces young men and women who are, in large numbers, not ready for the demanding service and high-technology jobs that this region is generating. Good jobs go begging here, and this situation seems likely to

become worse in coming years. Instead of entering the workforce, many of these young people move from one low-paying job to another, shifting on and off of unemployment and all too often eventually resorting to public dependency. Young women who become pregnant are in many cases left by their partners to fend for themselves. An alarming number of young people enter crime and drug dealing as a means of self-support.

The costs of these outcomes fall principally on District residents and taxpayers. The District should be a wellspring of bright, energetic young workers, and it is not. The District should be reasonably free of crime and drug dealing, and it is not. These are among the costs that all citizens share. The greatest costs, however, can be measured in the unfulfilled lives of thousands of young men and women in our city.

We commend Dr. Jenkins and the Board for candidly acknowledging these problems. We know the problems are there, and we also believe that the necessary precondition to making real progress is for all of us—those with children in school and those without—to make a long-term commitment to the resolution of these problems.

We've learned that other school systems are making progress in addressing their problems. Our Committee has seen Dr. James Comer's program in New Haven in which a close link has been forged between the home and the school, and parents at all income levels are actively engaged in supporting the education of their children. We have visited Miami/Dade County where the school superintendent and the union have agreed to give more authority and responsibility to local schools so that they can succeed. We have learned about District 4 in East Harlem where a school system that used to rank last among the 32 districts in New York has been turned around, in part, by allowing parents to choose where to send their children to school.

These are but a few of the educational success stories of which we are aware. The point is that we know that other cities have been successful and we know that there are valuable lessons to be learned from their experiences.

The recommendations in the next section of this report lay out in detail our vision for the future; but we want to take a moment here to sketch out some of our findings that led to these recommendations.

We believe firmly that all children can learn, regardless of their circumstances, and that schools, if they receive the proper guidance and assistance, can be restructured so that children's learning will improve dramatically. With high expectations, over the next decade we believe that virtually every student should be able to read, write, and do math at a level appropriate for his or her grade level and age. But high expectations are not enough. We need to improve schools in other ways, as well.

We looked carefully at early childhood programs. We know from a lot of very solid research that good early childhood programs have been very successful in helping at-risk children succeed. We also know that in the absence of these programs, many children start way behind when they enter school. Such youngsters are far more likely to drop out or profit less from their school experience. The District is a national pioneer in early childhood education, offering full-day, prekindergarten programs in virtually every school in the city. But we also found that this broad policy commitment needs to be further strengthened by improving the quality of programs, extending them to offer comprehensive services, and reaching out to those at-risk three- and four-year-olds who are currently not being served. The Committee is recommending a series of steps to make quality, comprehensive early childhood programs available to all at-risk children age three and above.

We also recognize that parent involve-

ment is essential. Unless we help parents understand the importance of education, and unless we provide training for those parents who want to help their children but may not know how, our efforts in school with children will not succeed.

We examined the curricula and instruction and student outcomes. The overall low levels of student achievement on basic skills, the declining levels of achievement as students progress throughout the grades, the truancy problem and the high dropout rate, result, in part, from what goes on inside schools. Reform is essential if we are to reach those at risk. Thus, we have identified a series of reforms, including substantial training opportunities for teachers, that will help revitalize teaching and learning in schools.

At the same time, while we need to improve what goes on inside schools, we need to increase the time children spend in productive activities. We find that there are few alternatives, other than the streets, available to many District youngsters after school and during the summer months.

We are recommending keeping schools open from early in the morning until 6:00 P.M., to deal with the problems encountered by latch-key children and to offer opportunities for tutoring, doing homework, participating in hobbies and clubs, and playing sports. After-school programs would be mandatory for those in need of academic assistance, and we propose offering remedial and other programs to improve student performance. Good schools are already doing these things because they work; what we are proposing is to make this the norm in our city.

We are also recommending a summer school program that, in effect, lengthens the school year from 180 to 220 days. This program will keep children off the streets, provide opportunities for continued learning, expose children to enrichment activities where they will see school as fun, offer special help for children who need academic assistance so that they don't fall further behind their peers, and provide children with a sense that they are important and can achieve.

Good teachers and principals are the heart of any successful school system. Our Committee has looked at how to attract and retain high-quality teachers and how to keep them in the classroom. We want the best teachers for our kids. But there are problems with the District's ability to recruit and retain a high-quality workforce. Compensation is significantly below levels in the surrounding jurisdictions. There are few financial incentives for quality performance. And the applicant pool is not large enough to enable the District to be highly selective.

We found most teachers and principals in the District of Columbia to be competent and hard working. However, far too often their efforts are overshadowed by a relatively small number of classroom teachers and administrators who are not performing. So the system needs to do more, first to help those who need it, and ultimately to remove from the classroom and from schools those who cannot or will not perform. We have made recommendations to make teaching and managing at the school building level more rewarding, both financially and professionally.

We have reviewed the management of schools. We found a desire for change on the part of many people, but a system in which there are significant impediments to change. Both teachers and principals spoke of having to plead and lobby for materials and supplies from a central office that, in turn, causes them to spend a great deal of time responding to edicts and directives. We found a central office that today is neither efficient nor effective. It is simply nonresponsive to schools and their needs. We identified opportunities to streamline central administration in order to provide more

resources directly to schools. We propose achieving these savings over a multi-year period through hiring freezes, early retirement, and the reallocation of the workforce to schools. No layoffs are proposed.

The Board of Education and the Superintendent are held responsible for the performance of a school system over which they have no ultimate financial control. The Committee's management recommendations call for explicit goals, clearly established accountability, agreement among all city officials concerning a stable financing plan for schools, and the development of systems to monitor the health of the organization.

The Committee looked at the school system's physical facilities. The District's schools are suffering from years of deferred maintenance, and the Committee estimates the total repair bill to be roughly $150 million. In addition, we have estimated $30 million as the amount needed to provide air conditioning for the summer program.

The Committee believes that students and teachers need and deserve clean, safe, and well-equipped buildings in which to learn and work. If a roof leaks, if plaster is falling, if windows are broken, if facilities are unusable, the message that is unmistakably conveyed is that what's going on inside is not important. As a community, we must, at a minimum, provide buildings for our students and teachers that are decent and safe. Hence, the Committee has made rather far-reaching recommendations for changes in the way facilities are repaired and maintained.

When the Committee looked at finances, we discovered a paradox. On the one hand, we found a number of ways by which the school system can realize cost savings and become more efficient and we have made recommendations in line with our findings. On the other hand, while expenditures for other city services have increased significantly (in constant dollars) over the past eight years, spending on public education has experienced very little growth. As a result, contrary to popular myth, the District spends less on the education of children than most of the surrounding jurisdictions and the other cities we studied. The school system's capacity to deal with many of the problems it has identified has been hampered by funding constraints.

In summary, the Committee's key recommendations, explained in detail in this report, involve:

- Redesigning the school program—the teaching, curriculum, and testing—to achieve greater success for all children, with particular attention to the special needs of at-risk students.
- Reaching children early with higher quality programs so that students don't start school already behind.
- Keeping schools open until 6:00 P.M. to provide latch-key children with a safe alternative to the streets, offering fun and enriching activities that stimulate interest in school and, at the same time, offering remedial and other compensatory programs for those who are behind academically.
- Keeping schools open during the summer in order to provide enrichment programs and additional academic assistance for those who need to catch up with their peers, and to address the specific needs of children in the District.
- Strengthening the workforce so that the District attracts, and retains, the highest quality teachers and principals, trained to meet the special needs of District children.
- Repairing facilities so that they are decent and conducive to learning and send a positive message to children and teachers.
- Streamlining central management and

reducing its cost so that more dollars can be spent on children.

- Creating communitywide support for improvement, with the active involvement of all with a stake in the future of Washington, so that children know that we are behind them.

Our recommendations, when fully implemented over a multi-year period, represent a budget increase per year of about 12 percent (the equivalent of $67 million today). The Committee believes that the responsibility for providing the additional resources that we are recommending should be shared between the District government and the Federal government. The District's share represents less than 1 percent of its total budget. To finance capital items, we are suggesting long-term commitment of $25 million per year, the amount included in the 1990 budget, as well as the disposal of certain assets with the proceeds being used for building repairs.

Finally, we want to speak to something that many people in this community believe but few will talk about—and that is the notion that when it comes to the schools or to any of the larger social issues confronting us today, there is nothing that any of us can do that will make a difference.

Our Committee emphatically rejects this notion. We know that there are success stories in our school system on which to build. We know that there are cities with deeply troubled school systems that have made dramatic turnarounds and that have really embraced the idea of educational reform.

The RAND Corporation recently took a look at six cities where real change is occurring in the public school system and reached some interesting conclusions. One of the findings is directly relevant to Washington. The public, RAND said, will support fundamental change within a school system not because it is offered any whiz-bang curriculum or other educational panancea but because it comes to understand that if the school system doesn't succeed, the social and economic future of the community is at stake. The public wants to see progress but understands that real change doesn't happen overnight.

We need to be honest and realistic. There are no easy solutions and there has to be a recognition that we need to stay involved through the inevitable trial and error period that will be necessary if our school system is to improve.

The members of the D.C. Committee on Public Education are committed to change. We are in this for the long haul and that commitment must extend to everyone in the District of Columbia. The issue of public school reform must be raised to the top of our civic agenda and there it must remain for many years to come.

That is the challenge. Each of us has a role to play. The problems will not be solved by the Board of Education, or by Dr. Jenkins, or by our Committee, or by the Mayor and City Council, or indeed by even the most committed parents and teachers. It requires that all of us work together for excellence in our schools.

Sincerely,

Carmen E. Turner

Carmen E. Turner
Co-chairman

Terence C. Golden
Co-chairman

SUMMARY OF RECOMMENDATIONS

The Board of Education, the Superintendent of Schools, and the Committee share a vision for the future of the D.C. Public School System. This vision is based on a common set of beliefs:

- All children can learn.
- In order to be successful, principals, teachers, parents, and students themselves should have high expectations for student performance.
- In order for significant change to take place, it must occur at the school level; teachers, principals, and parents should be given the freedom and encouragement to become innovative and to discover new ways to meet the individual needs of their students.
- The role of the central office is to support change; increasingly, the central office must view itself as an organization that responds to the needs of individual schools.
- The school system needs to recognize the unique needs of the children of the District of Columbia and redesign the system to meet those needs. The specific needs that must be addressed were outlined by the Commission on Values-Centered Goals and reflect the fact that a high percentage of students live below the poverty level, are affected by the drug problem, face risks from teenage pregnancy, and need support in such basic areas as nutrition, values, and self-esteem.
- Although parental involvement has proven difficult to achieve in some neighborhoods, it is essential that parents be involved in the education of their children and that efforts be undertaken to increase parental involvement.
- The school system must be responsive to the taxpayers. It must be as efficient as possible, functioning more like the half-a-billion dollar business it is. It must have leadership, set specific goals, develop a strong and motivated workforce and be accountable to the taxpayers for its expenditures and performance.
- The heart of a good school system is its teachers and principals. If a school system is to be effective, it must attract and retain high-quality teachers and principals and effectively deal with those few employees who are not performing.
- Resources must be allocated based on the needs of students.
- The school system must recognize the diversity of its student population and design programs that provide appropriate services for each population. Of particular concern is meeting the needs of the system's at-risk, non-English speaking, and learning-disabled populations.
- Creating the proper school climate is essential. In order to accomplish this, school facilities must be attractive and well maintained. There must be adequate security, discipline must be the norm, and students must attend classes.
- The teachers' union must be an active participant in the effort to improve schools. The union must be a true partner in developing and implementing improvements throughout the school system.
- If schools are to succeed, business and community leaders must support public education.

The shared vision is of a school system that:

- Equips students with the necessary skills in reading, science, and mathematics to compete effectively in the world of work and in higher education;
- Gives students a sense of their importance and value to the community, as well as high self-esteem;

- Instills in students a vision and sense of hope about their future;
- Gives students a grounding that enables them to understand their social, cultural, and historical roots and prepares them for the rapidly changing world in which they will live;
- Prepares students for a world in which rapid technological change is a certainty; and
- Prepares students to become active and engaged citizens with all the rights and responsibilities that that role entails.

A Vision of the Future

1. The D.C. Committee on Public Education believes that the D.C. public schools should, as part of a five-year plan, set several specific, measurable goals with respect to achievement, attainment, attendance, facilities, the workforce, and efficiency.

Based on discussions with the Board of Education, the Superintendent, and citizens in the community, the Committee recommends that the Board consider adopting the following goals:

(a) By 1994, D.C. student academic performance at the elementary and secondary levels on the comprehensive tests of basic skills should reach at least the 50th percentile in all subjects tested.

(b) By 1994, the graduation rate in the D.C. public schools should exceed 80 percent.

(c) By 1994, the attendance rates in grades 7 through 12 should exceed 92 percent.

(d) By 1994, the school system's buildings and grounds should be in good repair and a program should be in place to maintain and periodically upgrade them.

(e) By 1992, a system should be in place that supports the recruitment and retention of a high-quality workforce of teachers and principals and effectively deals with nonperforming employees.

(f) By 1994, the school system should be an efficient and cost-effective deliverer of services, and it should have reduced central operating costs by $8.5 million per year and central staff by 400 positions, including redeploying staff to schools.

2. In order to gain a greater sense of unity of purpose, the D.C. public schools should ensure that all aspects of the educational program—curriculum, instruction, training, and testing—are carefully integrated, derive from the School Board's fundamental goals and overall vision for the school system, and are adequately communicated to all school system employees.

Major Educational Reforms: Children Come First

3. The District of Columbia should provide quality early childhood programs for all at-risk three- to six-year-olds by:

(a) Upgrading the quality of early childhood programs through a number of reforms pertaining to curriculum, the availability of staff, and the provision and coordination of comprehensive services, training, and the setting of higher standards.

(b) Extending programs to reach all low-income three- and four-year-olds currently not being served, including the provision of before- and after-school programs.

(c) Lowering the compulsory attendance age to five years of age.

(d) Requiring that all children receive a

comprehensive set of health, psychological, and educational assessments to enable the school system to better meet the needs of each child.

4. The District of Columbia public schools should improve the quality and diversity of school offerings by: identifying model programs and practices within the school system and making that information available to all schools; establishing a series of special schools, located throughout the city, each of which would be based upon its own unique curriculum or educational approach, with a focus at the junior and senior high levels; and ultimately, over the long-term, providing greater choice to parents and students in the selection of programs and schools.

5. The District of Columbia should take steps to revitalize its curricula, including:

Concerning the core curricula:

(a) Contract with a series of subject-based outside groups with no vested interest in the current Competency-Based Curriculum (CBC) program to review and revise the curriculum, with the following objectives:

(1) Reduce the number of detailed objectives while still providing general guidance to teachers on curriculum;

(2) Adjust the syllabus so that it reflects the best that is currently known about teaching, learning, and assessment in particular subject areas, including a richer reading program with a stronger emphasis on writing, the teaching of higher order comprehension skills, and an emphasis on mathematics concepts at least equal to the current emphasis on computation; and

(3) Ensure that the curriculum and testing programs are fully integrated.

Concerning elementary education:

(b) Replace the current assessment program for mathematics with state-of-the-art tests that are integral to instruction itself. New tests should provide students and teachers with prompt feedback, allowing teachers to pinpoint student misunderstandings and correct their instruction accordingly. New tests should test students' ability to apply mathematics to the solution of real-life problems.

(c) Take a position, based on research and knowledge of best practices in reading instruction, on essential components of a strong reading program and the range of permissible approaches to the teaching of reading. Whether reading textbooks are selected centrally or left to the discretion of local schools, the school system should identify and support a limited number of reading textbooks that reflect practices known to promote growth in reading.

(d) Mandate the teaching of inquiry-based science in all elementary schools, to be phased in over a period of three to five years. As a part of the school-based staff development program, principals should identify those teachers in their schools who can teach inquiry-based science, or are willing to learn. The school system should identify those schools with outstanding programs and assist in the dissemination of knowledge and skill in elementary science teaching and assessment. Periodically, the school system should administer performance tests in science and provide funds for elementary, hands-on science laboratories, equipment, and materials.

(e) Mandate art, music, physical education, and foreign language programs in all elementary schools.

Concerning secondary education:

(f) Increase graduation requirements for all students not enrolled in special education by requiring two years of a foreign language (one year currently), two years of laboratory science (one year currently), and world history.

(g) Reorganize the entire mathematics sequence so that children study each aspect of mathematics in more depth, at a greater pace, and with less repetition of rudimentary skills. Algebra should be introduced during the elementary school sequence so that students are prepared for junior and senior high school material. Mathematics textbooks should be chosen to reflect these notions of greater depth, less repetition, and earlier exposure to more complex mathematics. All high schools should offer a course in calculus. Peer coaching of junior and senior high school mathematics teachers should be an essential component of a revised mathematics sequence.

(h) Expand and enrich systemwide policies and training programs regarding writing. The system should require students to write more frequently and enable teachers to use the best practices in the teaching of writing across the curriculum. Because one of the major obstacles to a strong writing program is the out-of-school time teachers must spend grading written work, the school system should devise additional measures to reduce the grading burden on teachers, either through writing laboratories, reduced class loads, or employment of lay readers.

(i) Make available to all high school students the option of taking advanced placement courses, at least in English and mathematics. Moreover, there should be some systemwide prerequisites for admission to advanced placement courses, such as a passing grade in prior courses and a specified level of reading competence. Without such admission standards, advanced placement courses are advanced in name only, and the more able students in the class may not be adequately prepared for college.

Concerning vocational education:

(j) Appoint a panel of outstanding citizens and experts in vocational education to review the current vocational offerings.

Concerning bilingual education:

(k) Recognize and expand existing two-way bilingual programs by establishing programs in all parts of the city. The curriculum in bilingual education schools should be aligned with the overall school curriculum so that all students have access to material in the content areas.

(l) Support model programs addressing unique needs of bilingual students, such as the Multicultural Intern Program.

(m) Provide special training for teachers in schools with large numbers of bilingual students and increase the numbers of bilingual teachers and administrators in those schools.

Concerning special education:

(n) Recognize the special and specific educational needs of children with minimal learning disabilities, and mount appropriate special classes and mainstream placements for them.

Recognizing the importance of providing a quality special education program and the high cost of delivering certain aspects of the program, the school system should conduct an in-depth review of this area.

Concerning student self-esteem and values:

(o) Implement the recommendations of the Commission on Values-Centered Goals.

(p) Provide training for teachers concerning the teaching of values to children and methods of establishing and communicating high expectations in all aspects of school.

(q) Recognizing that the learning of values and the acquisition of self-esteem stem in large part from success in school, the Committee notes that other recommendations link directly with improving self-esteem and teaching values, including:

- ☐ Making school interesting and raising standards;
- ☐ Providing enrichment programs during the summer and after school; and
- ☐ Beginning the educational experience with sound early childhood programs to enhance the likelihood of success.

(r) Introduce African-American materials and teaching throughout the curricula, beginning with early childhood programs, in order to promote self-esteem.

(s) Form links with those states and school districts that have already adopted new curricular mandates in the area of multicultural education to form a market powerful enough to induce publishers to develop appropriate textbooks. In the meantime, the school system should collaborate with local universities on the development of its own materials to supplement the existing curriculum and surmount the deficiencies in existing textbooks.

(t) Design training materials that empower school faculties to choose textbooks and other instructional materials that are highly motivating to students. The training materials should reflect new knowledge about the characteristics of effective textbooks. The number of textbooks should be limited, calibrated with testing, consistent with training of teachers, and tied into systemwide goals (e.g., multicultural curriculum).

Concerning technology:

(u) Expand efforts to use instructional technology, including computers, on an experimental and pilot basis to increase the academic performance of students.

6. The District of Columbia should upgrade its standards for student performance by introducing performance tests for writing, mathematics, and science, and by issuing an honors diploma for high achievers who will be required to maintain a certain average, take additional courses (e.g., 23 Carnegie units), and perhaps pass a Regents-type examination.

Further, the District of Columbia should revise its practice of automatic in-grade retention for children failing to meet certain requirements in elementary and junior high school, and substitute a case-by-case review combined with a comprehensive and sophisticated tutoring program after school and during the summers, and special programs such as low student/teacher ratio classes for students who are falling behind their peers at a particular grade level. Retention in grade is recognized as a major cause of dropouts.

7. The District of Columbia should revise guidelines and programs related to the discipline of students in the following ways. First, for hard-core, serious offenders who return from a suspension, attendance in alternative programs, created and made available by the school system, should be mandatory. Counseling also should be

State _____ of _____

PETITION FOR RECALL OF:

PAID FOR BY: (Treasurer's Name and Address, Incl. ZIP Code)
CAROLYN A. BOWLING
1806 BURKE ST., SE WASHINGTON, DC 20003

ROBERT "BOB" BOYD - WARD SIX MEMBER OF THE BOARD OF EDUCATION
(Name and Office Title)

We, the undersigned, being qualified registered voters in the District of Columbia, request that the District of Columbia Board of Elections and Ethics hold a recall election, as prescribed in Charter Amendment No. 2 to Title IV of the District of Columbia Self-Government and Governmental Reorganization Act (D.C. Code §1-291 to 1-295)

NOTICE OF INTENT TO RECALL ELECTED OFFICIAL

OFFICIAL'S NAME AND TITLE: Mr. Robert "Bob" Boyd, School Board Representative for Ward 6

PROPOSER OF RECALL: Carolyn A. Bowling 1806 Burke Street, S. E. Washington, D.C. 20003 202-544-4645
NAME ADDRESS AND TELEPHONE

Carolyn A. Bowling, SWEAR OR AFFIRM THAT I AM A REGISTERED QUALIFIED ELECTOR RESIDING IN THE SAME ELECTION WARD AS THE ELECTED OFFICER WHOSE RECALL I SEEK.

SIGNATURE OF PROPOSER OF THE RECALL

SWORN TO AND SUBSCRIBED BEFORE ME THIS 5 DAY OF June 1990

NOTARY PUBLIC OR BOARD OF ELECTIONS OFFICIAL

STATEMENT OF GROUNDS FOR RECALL OF: ROBERT "BOB" BOYD	ANSWER BY: TO NOTICE OF INTENTION TO RECALL
We, the citizens of Ward 6, feel very strongly that we are not being adequately represented by the Board of Education member Robert "Bob" Boyd, elected by us. The proposed closing of several schools in our Ward, has apparently received the support of Mr. Boyd with little or no opposition, while we feel that the closings require closer scrutiny. Mr. Boyd has not been responsive to the concerns of the parents of children attending these schools or the community. Mr. Boyd's representation of ALL of the members of Ward 6 has been lacking and has been steadily deteriorating. We no longer have confidence in his ability to represent Ward 6 as a whole. We further feel that Mr. Boyd has been insubordinate to the Ward 6 community (that area not considered "Capitol Hill"). He has not only shown insubordination, but has undermined the community and school age children in their receiving a quality and quantitative education. Mr. Boyd's attitude and great determination of not giving the school parents and community in which he represents great weight and his decision making has caused us to believe that he is becoming self serving, instead of community serving.	

WARNING: ONLY QUALIFIED REGISTERED ELECTORS OF THE DISTRICT OF COLUMBIA MAY SIGN THIS PETITION

	NAME & ADDRESS OF PETITIONER (Print or Type)	SIGNATURE OF PETITIONER	DATE SIGNED	WARD
1	NAME ADDRESS			
2	NAME ADDRESS			
3	NAME ADDRESS			
4	NAME ADDRESS			
5	NAME ADDRESS			

MAY A RECALL OF THE SCHOOL BOARD REPRESENTATIVE FOR WARD 6

In June 1989, the D.C. Committee on Public Education (C.O.P.E.) published a report entitled "OUR CHILDREN, OUR FUTURE". This report was done to revitalize our total school systems, including elected School Board Members, Administrators, Teachers, Parents and Students. I found the document to be very well researched and organized chronologically; dealing with our problem, and how to obtain the best results for our children, I think you will find it to be quiet an eye opener.

Notice first the table of Contents. (see attachment). One, High on the listings is the Major Educational Reforms: "Children Come First".

To put this document into true prospective, one must deal with its chronological arrangement. Looking at the Committee's opening letter to our fellow citizen pay special attention to the HIGHLIGHTED and UNDERLINED areas. I found this letter to be quite direct and to the point concerning our main problems. With a real great understanding in addressing our main problems, I applaud the Committee on their findings. However, I disagree with the short term solution. Although we have quite a few citizens advocating the short term solution; more policemen, prisons, and a swifter and tougher justice system; this solution will only give us a larger tax deficit. The deficit will be produced in order to take care of the warehousing of incarcerated individuals. It cost the city between $30,000 to $40,000 a year to keep a person incarcerated. The average prisoner will not have made this income annually. Yes, Prisons have become "Big Business" in this country! This city is already paying astronomical amounts for warehousing people.

My friend, it would be far better to pay a few dollars now on the children education for 12 years or 5 to 20 years at approximately $40,000 a year for warehousing and inmate. My friend we can pay now a few dollars or pay through our pockets later. It's up to us the people in this ward! We hope we can agree to the solutions.

I agree there should be some consolidation on some schools, but we need to be sure that undermining is not taking place.

Our School Board Representative has openly told the Bryan parent's that he was going to turn the building into a condominium. Is it because the developers have been promise the building that the school has been closed? School Board Representative for ward 6 stated at an ANC meeting in May, he was using the developers to get a head count on the children. This is on public record at the ANC 6B meeting.

Mr. Robert "Bob" Boyd, Chairman, Buildings and Grounds for D.C. Public Schools was the one who composed data for the Superintendent of School which recommended the closing. We believe that Mr. Boyd misconstrued information given to his committee and the remaining school board members that the parents and Byran School community worked on the proposal to close the school. The documents that where presented as justification for closing Bryan Elementary to consolidate with Payne Elementary were fraudulent. Focus should be made at he E.T. test scores for Bryan and Payne Elementary Schools. You will find that the E.T. test scores of Bryan Elementary is superior as for mastering their grade level scores. Yes, both schools are shared by the same principal. That is one justification in it self that shows that the time for consolidating the schools is not now. Payne Elementary School should be brought up to the same teaching standards that exist at Bryan so that no child will suffer in their studies and receive less then a quality education before merging. By merging when one school curriculum that is inferior to the other, the children suffer.

He made promises about Payne Elementary that we all know will never be met. Like the painting of the school and maintenance repair will be made. He proposed and pushed a separated school system that will benefit only a few at the cost of some many, so that a few will benefit.

Through out the community we have a mixture of races, but when you attend the community neighborhood schools whites are told and given special permission to attend schools outside of their communities, while blacks are encouraged and lead to attend all blacks schools. Mr. Boyd has setup a school system that is based in ward 6 on 1). race; 2). color; 3). economic background.

The clustering of all the children from the housing projects to attended Tyler Elementary, in order to achieve the best results, what is the best results? These children who once attended watkins Elementary before it became part of the Capitol Hill Cluster reside in Kentucky Courts, Potomac Gardens and Helen Wilson. Due to these children 1). race; 2). color; 3). economic background they are made to walk 5 to 6 blocks out of their way to attend Tyler, were as watkins is just across the street for many of these children.

COPE Committee recommends that any decision that is made, focus should first be placed on the children comes first. Saving of money or anything else is secondary. You don't take any child out of a learning institution where the children are achieving, to place them in fail system. The children loose.

Payne Elementary have many structure, health, and fire deficiency. It has been made know through media that Payne have a hundred plus fire code violations, sewage and safety problems.

Bryan Elementary school was not closed because of dwelling enrollment, poor education instruction, but because of real estate deals that were made in the closet. No education system should function on the success of a few and the majority are geared for failure. Yes, I advocate a recall process on our school board member because of his failure to protect and advocate on behalf of the entire ward.

Anytime any public elected official take his position and carter only to any special interest group at the risk of not serving the entire ward, he MUST be removed. Let's stop thinking of ourselves only, the entire ward and it's children are at risk. Sign and make your voice and decision be heard.

THE COMMITTEE TO RECALL ROBERT "BOB" BOYD

SCHOOL BOARD MEMBER FOR WARD 6

PRESENT

RECALL PETITION BEING CIRCULATED SOON IN YOUR NEIGHBORHOOD

A recall petition to have Robert "Bob" Boyd removed has been initiated because of the following reasons, but is not limited to only these listed below:

- Lack of leadership to the whole Ward 6 community
- Has not brought to all the children in Ward 6 a quality and quantitative education or the ability to have access to one
- His disrespect to the community by allowing speculators, and realtors, to persuade him on what schools should be closed and the yield of profit, not what kind of programs and cirriculum that is serving the children and community
- His misunderstanding of what his purpose as school board representative, that in which is not a real estate broker
- His lack of interest in responding to those schools and school children needs that are not situated on the Hill
- His ineffectiveness in communicating and serving the whole ward and not just Capitol Hill
- His lack of sensitivity to community concerns when he initiated and implemented the list of school closing, not taking into consideration hardship on the families, restructing a community and most of all the safety and the relief of fear for the children and parents being misplaced from the community when being forced to attend schools elsewhere
- Not knowing the difference of making a hard decision for the betterment of the whole ward and the school system and that of making a careless decision that cause racial interruptation and contribute to an unrest of the ward
- His initiating and proposal writer/contributor to the separated school system on Capitol Hill with taxpayers monies

U.S. DISTRICT COURT FOR THE DISTRICT OF COLUMBIA

ROBERT L. GRAVES - (202) 547-1362
11 "16TH" STREET, SOUTHEAST
WASHINGTON, D.C. 20003

VS.

DISTRICT OF COLUMBIA BOARD OF EDUCATION
SUPERINTENDENT OF DISTRICT OF COLUMBIA PUBLIC SCHOOLS
415 12TH STREET, NORTHWEST
WASHINGTON, D.C. 20004

THE DISTRICT OF COURT SHALL HAVE JURISDICTION OF ANY ACTION UNDER CONSTITUTIONAL CASES - 28 U.S.C.

COMPLAINT

1. THE SCHOOL BOARD IS IN VIOLATION OF BROWN - VS- D.C. BOARD OF EDUCATION AND THE 14TH AMENDMENT OF EQUAL PROTECTION CLAUSE OF THE CONSTITUTION OF THE U.S.

2. THE BOARD MUST STOP THE POLICY AND PRACTICE OF OPERATING A SEGREGATION SYSTEM IN THE D. C. PUBLIC SCHOOLS.

3. UNLESS THE D.C. BOARD OF EDUCATION IS PRESENT FROM OPERATING A SEGREGATION SYSTEM, THERE WILL BE IRREPARABLE INJURY TO THE STUDENTS.

4. THE SCHOOL BOARD IS CLOSING BRYAN ELEMENTARY SCHOOL AND TRANSFERRING THE CHILDREN FROM BRYAN TO PAYNE SCHOOL WHICH HAVE SERIOUS HEALTH, FIRE CODE VIOLATIONS, AND DRUG PROBLEMS..

RELIEF

1. THE PLAINTIFF IS ASKING THE THAT D.C. SCHOOL BOARD GO BY THE RULES OF THE 14TH AMENDMENT OF THE EQUAL PROTECTION CLAUSE.

2. THE SCHOOL BOARD MUST STOP THE OPERATING OF SEGREGATED SYSTEM FORTHWITH.

38-069 O - 91 - 6

3. THE SCHOOL BOARD MUST PLACE BOTH BRYAN AND PAYNE ELEMENTARY SCHOOL CHILDREN IN A SAFE ENVIRONMENT ALLEVIATED FROM THE HEALTH, FIRE CODE VIOLATIONS AND DRUG PROBLEMS.

4. PLAINTIFF IS ASKING FOR AN INJUNCTION THAT BRYAN ELEMENTARY SCHOOL BE REMAND TO ITS PREVIOUS FUNCTION WHICH IS AN ELEMENTARY SCHOOL.

5. THE CHILDREN WILL BE AFFORDED A QUALITY AND QUANTITATIVE EDUCATIONAL PROGRAMS, CURRICULUM, TEACHING STAFF, ADMINISTRATIVE STAFF AND RESOURCES LIKE THAT WHICH IS FOUND IN THE CAPITOL HILL CLUSTER SCHOOLS.

6. THE LONG SOUGHT AFTER REPAIRS TO THE GROUNDS AND STRUCTURE OF BRYAN ELEMENTARY SCHOOL BE PERFORMED FORTHWITH.

7. THAT ALL THE ABOVE IS PERFORMED BY THE OPENING OF THE COMING SCHOOL YEAR "1991".

ROBERT L. GRAVES
11 "16TH" STREET, SOUTHEAST
WASHINGTON, D.C. 20003

THE COMMITTEE TO RECALL
ROBERT "BOB" BOYD
School Board Representative for Ward 6
1806 Burke Street, S.E.
Washington, D.C. 20003
Phone: (202) 544-4645

August 29, 1990

Dear PTA Presidents and School Body:

You all may or may not be aware that I, and many other community leaders and persons have initiated and is undertaken the task of a recall process to have Robert "Bob" Boyd removed as School Board Representative representing Ward 6. This is reality not a rumor.

We the committee came together and initiated the legal paper work to have this task performed not because of one reason, but, because of a host of reasons ranging from disrespect to the **whole** Ward 6 community, not giving **all** the children in Ward 6 accessibility in the their community school to receive a quality and quantitative education, to practicing real estate and speculating deals in closing community schools at **your** children's expense.

By having your neighborhood school closed, and sending your child to another school outside of his/her community, the school is not saving money and the community nor the children will be compensated for restructing their community and individual family lives. Your children will not receive new text books, your children will not receive any more teachers, the school system will not expedite its effort to correct fire and health code violations, lab equipment, supplies, or tutorial aide. The D.C. Public School System is no longer handling the task of overseeing education, but they have rewritten the jobs to be real estate brokers and deal cutters at your children expense.

The School Board and its **elected** representative have to answer to the community in which it represent. But, when the time comes, and the board representative no longer feels that he or she have to represent the community, the school or its children concerns and he or she feels that they can reshape the community and is going to do what he or she feels, the only alternative the community has is to **Remove that person from office.**

Page 2

Robert "Bob" Boyd has to be remove from office. He can no longer set on the school board and only represent certain interest groups and those persons who live on Capitol Hill only. But, Bob Boyd has to spread funds, time and effort equally among all the children who live in Ward 6 regardless if they live in the housing projects to those homes facing Lincoln Park. Ward 6 is Ward 6.

On **Tuesday, September 11, 1990**, the Committee to Recall Robert "Bob" Boyd is having a community school wide petition drive. On that Tuesday at every elementary school voting place we are trying to have at least 4 parents to rotate and donate that day to stand outside the voting polls and get petition signatures for the recall. If we can get each school in Ward 6 to commit that one day for petitions signatures at the polls, we will be placed way over the top in having Boyd removed. I and the Committee to Recall Robert "Bob" Boyd is soliciting your commitment for that one day.

A strategy meeting will be held on **Thursday, September 6, 1990** at 7:00 pm to 8:00 pm at **921 Pennsylvania Ave., S.E.** All persons who would like to help in this one day of needed volunteerism, please call Bob Graves on 547-1362 or myself after 5:30 pm on 544-4645.

Hope to See You There

Carolyn A. Bowling

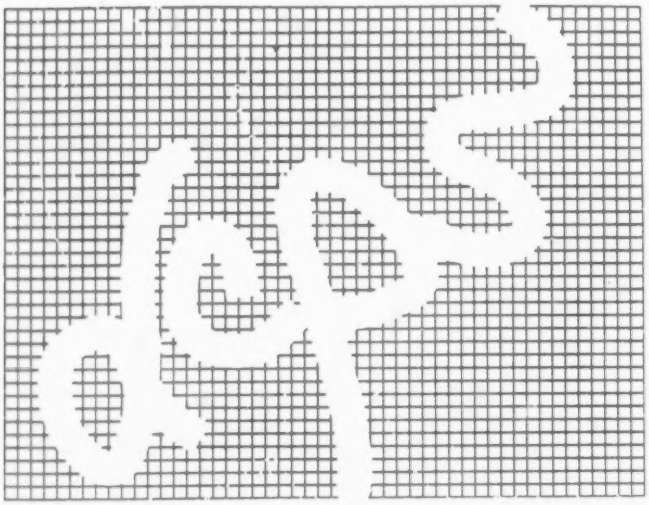
REGISTER VOTERS NON REGISTER VOTERS

The Committee to Recall Robert "Bob" Boyd will be holding a Voter Registration Drive and Recall Petition Drive in your community. In the next couple of days, you will be having community person/parent from one of the many school's in Ward 6 coming to your door to solicit your signature on the petition to have Robert "Bob" Boyd recalled (unseated) as Ward 6 School Board Representative and to sign-up those person who are not register to vote.

1990 have been slated for the year of accountability in our elected representing officials. It is a time that calls out for a healing inside of the Ward 6 and the coming to the end of segregation of the Ward (Capitol Hill, Anacostia, Northeast, Southeast). Our children are not pawn's on a chest board. They are the priority of our community. SIGN THE PETITION AND SHOW YOUR SUPPORT FOR OUR CHILDREN.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

RECOMMENDATIONS FOR CHANGES IN UTILIZATION OF SCHOOL FACILITIES



VOLUME TWO

REVISED MARCH 19, 1990

MARCH 1990

PLANNING PROFILE FOR

BRYAN ELEMENTARY SCHOOL

13th and Independence Ave., SE

Ward 6

DECISION MATRIX - BRYAN ES

DECISION MATRIX OF FACTORS TO BE CONSIDERED BY BOARD OF EDUCATION					
BRYAN ES	POSITIVE	NEGATIVE	NOT A	DECISIVE	
FACTORS	FACTORS	FACTORS	FACTOR	FACTORS	RECOMMENDED DISPOSITION
a) Age of building		X			Consolidate ed. program with Payne ES.
b) Condition, repairs needed		X			Use for DCPS administrative offices.
c) Capital improv. needed		X			Potential for joint venture to rebuild
d) Operating costs			X		Logan site.
e) Health & safety factors			X		
f) Bldg location, stud. residential patterns, pot. new housing				X	
g) Enrollment trends		X			
h) Auxiliary facilities			X		
i) Student occupancy		X			
j) Role in school system			X		
k) Role in community	X				
l) Ed. effectiveness of facility			X		
m) Alternative schools			X	X	
n) Articulation with other schools			X		
o) Alt. ed. and non-ed. uses				X	

DECISION MATRIX - GIDDINGS ES

DECISION MATRIX OF FACTORS TO BE CONSIDERED BY BOARD OF EDUCATION					
FACTORS	POSITIVE FACTORS	NEGATIVE FACTORS	NOT A FACTOR	DECISIVE FACTORS	RECOMMENDED DISPOSITION
a) Age of building	X				Close Giddings as an Elementary School
b) Condition, repairs needed			X		Transfer students to Tyler, Van Ness and
c) Capital improvements needed			X		Brent.
d) Operating costs		X			Lease or sell Giddings.
e) Health & safety factors			X		
f) Bldg location, student residence patterns, potential new housing				X	
g) Enrollment trends				X	
h) Auxiliary facilities	X				
i) Student occupancy				X	
j) Role in school system			X		
k) Role in community			X		
l) Ed. effectiveness of facility			X		
m) Alternative schools				X	
n) Articulation with other schools			X		
o) Alt. ed. and non-ed. uses				X	

MARCH 1990

PLANNING PROFILE FOR

GODING ELEMENTARY SCHOOL

10th and F Streets, NE

Ward 6

DECISION MATRIX - LANGSTON ES

DECISION MATRIX OF FACTORS TO BE CONSIDERED BY BOARD OF EDUCATION					
LANGSTON ES					
FACTORS	POSITIVE FACTORS	NEGATIVE FACTORS	NOT A FACTOR	DECISIVE FACTORS	RECOMMENDED DISPOSITION
a) Age of building				X	CLOSE AND ENTER BUILDING INTO
b) Condition, repairs needed				X	LONG TERM LEASE
c) Capital improv. needed				X	
d) Operating costs			X		
e) Health & safety factors		X			
f) Bldg location, stud residential patterns, pot. new housing			X		
g) Enrollment trends		X			
h) Auxiliary facilities			X		
i) Student occupancy			X		
j) Role in school system			X		
k) Role in community			X		
l) Ed. effectiveness of facility			X		
m) Alternative schools		X			
n) Articulation with other schools			X		
o) Alt. ed. and non-ed. uses			X		

Sub-Committee
on Education for
the District of Columbia

Thank you for this opportunity to express my concerns for education in the District of Columbia. I must begin my testimony with a denouncement of these entire hearings, none of you are elected officials of the District of Columbia.

The people of the district elected representatives of themselves to make decisions of their behalf concerning the education of their children. Those representatives are called the Board of Education. Their efforts represent the common will of the people of the District of Columbia.

Your efforts represent the continuing usurpation of the democratic rights of the people of the District of Columbia to govern themselves, as guaranteed in the Constitution and the Bill of Rights of the United States of America.

Until we are able to legally attain statehood, you job at this time should be to rubberstamp the decisions of the legal representatives of the people of the District of Columbia.

However, recognizing the power of the authority under which you have convened this meeting. I bear testimony on behalf of my concerns. We the citizens of New Columbia have determined that the Euro-Centric approach to teaching does not positively serve any of the citizenry.

When we look at the ills of our City/State we have come to the conclusion that the main source of those ills are the miseducation of our people. The school system is turning out a plethora of children that as they turn into adulthood are a burden on the limited financial resources of our community.

The answers to the crimes committed by these miseducated children and adults by our miseducated political leaders are to build more prisons. That will not work any better than the state killing the person convicted of a crime as a deterrent to others to commit the same on similar crimes. Of course it will stop that particular person from even committing any more crimes, but it does nothing to stop others from committing the kinds of crimes that the person executed committed.

The building of more prisons as an answer to crime does not work in the best interest of the majority of the citizens of New Columbia. It only works for those that will profit monetarily and politically which always tends to be a minority of self interested racist and their lackies.

The District of Columbia, Board of Education has correctly determined that in order to turn around the problems that beset our community it was necessary to create a new order, that new order is seen in the African-Centered Initiative passed by the Board of Education It is now in its elementary stages of implementation in the whole school system in New Columbia right now.

I respectfully request, that none of you do anything to usurp the will of the people of the next State of the Union.

Submitted by Ako Yamro
September 13, 1990

OPERATION KNOW THYSELF
2206 12th Street, N.W.
Washington, D. C. 20009
(202) 387-0404

September 10, 1990

Congressman Mervyn Dymally
United States House of Representatives
Chairman of the Judiciary and Education Subcommittee
on the District of Columbia

Dear Congressman Dymally,

My name is Valencia Mohammed, I come here today as a mother of six children in the D.C. Public Schools concerned about the manipulation of our schools by a few. My letter is addressed to you and the other members of the Judiciary and Education Subcommittee of the District of Columbia. To those non elected organizations that are bargaining to take over the District of Columbia Public Schools, and to the consumers of the schools the students, parents and the community and all other interested bodies, please listen carefully.

The DCMR 5 (D.C. Municipal Regulations) states in Chapter 3 that the Board of Education shall be directly accountable to the citizens of the District of Columbia for the provision of public elementary and secondary education and the operation of the public schools. It shall be the responsibility of the Board of Education to utilize those resources efficiently in a manner that allows for the best possible system of education for all students.

It is my understanding, that also in this document Chapter 5 that the chief school officer of the Board of Education shall be the Superintendent of Schools who shall direct and supervise the administration of the D.C. Public Schools. The Superintendent shall be responsible for the daily operation and management of the school system and shall supervise and direct the instructional program in all of the public schools of the District of Columbia.

Over the years, it is my understanding that the Board of Education has become so political (as in most school districts across the United States) that the members began to interfere with daily

operation and management of the schools and tied hands of the numerous superintendents that have come through DCPS. The term of Dr. Andrew Jenkins is no different.

Last year, after several attempts over a ten year period by Board members to receive more funds for much needed supplies and services in the DCPS, the Superintendent was mandated by the Board to give credence to a task force to document the conditions of the DCPS and to recommend suggestions. This Task Force known as the D.C. Committee on Public Education, according to our research consists primarily of representatives of big businesses, universities, law firms, real estate developers,etc.. Our research also indicates that over 70% of the members of the Task Force do not and I repeat do not reside in the District of Columbia and that of the remainder less than 30% have children in DCPS! The Cope Committee takes a lot of credit for research that was compiled by an internal group in the DCPS. There were questionnaires sent to administrators and teachers, as well as community meetings held to document the concerns of the community. However, after attending numerous meetings citywide , it was obvious when then document was published that there was a new controlling group forming.And that their agenda was not necessarily that of the community.

The DCPS system did the work --------- COPE got all the glory! Their have been parent organizations and researchers, over the years, that have requested this information and even more that has not been documented, that have never been given such liberties. I don't think that it is fair for a non elected group of people, that do not have a direct vested interest in our schools to mandate and dictate to our elected school officials now that the document has been completed.

Many citizens in the District feel that COPE was designed by some members of the School Board to further advance their political ambitions. Linda Cropp, hasn't been able to tend properly to the needs of our school system for several years because of her ambition to become D.C. City council member. Nate Bush, Bob Boyd, Eugene Kinlow, and Karen Shook have similar aspirations. The presence of Katherine Graham, owner of the Washington Post Newspaper, on the COPE Committee has proven to be detrimental to our elected officials because of the influence and clout that the paper carries. Our rebuttals have only gotten coverage in the Black press. We wonder if the members of your subcommittee even read the Black press, the heart of the African American community.

But what about the involvement of the consumers? What about parents, like myself, that have children in the schools who are effected by the numerous programs that the so called "experts" design?

Dr. Lonetta Gaines, educator, wrote in her publication "Ideological Framework " that, " the schools in present day society are isolated structures, enveloped in bureaucracy. The consumers of the services of the schools - students, parents, the community, are neither involved in defining policy for the schools or in the determination of what shall be taught and how! This alienation from the educational process helps to reinforce in people the idea that they are out of control of their lives - and that the important issues are best left in the hands of the 'experts'. By their very structure, then, schools serve to teach people - students, parents, the community - to accept their powerlessness in this society. "

Although, The COPE Committee report stressed the need for parental involvement; the lack of parental involvement on their Task Force shows that their is no genuine commitment to our schools. But rather, manipulation by forces outside of our community. The COPE Committee in the eyes of the D.C. community, therefore, is an illegimate group of people, run by big business, using Black faces to control the use of land in our community and our schools by pimping off our children!

Parents United, a very outspoken so called parent organization have created other problems for our schools. Those with authority in the organization are mostly the rich and middle class. Their spokespersons have, for the most part, been Black, as if to fool the public. The members are basically from Ward 3 with some representation from different schools. They have used their connection with the Washington Parent Group Fund as a link to their membership. Both were founded by the same person, Linda Moody. Many of their executive members over the years have become elected officials. Their membership in Ward 3 is now pushing for school based management. They are pushing for privateering! We will not tolerate a school system within a school system that operates by racism or classism.

My organization Operation Know Thyself, was founded in 1988 to eradicate racism, sexism, and negative stereotypes of African people and people of color from the public school system.

I would like to address, generally speaking, certain concerns cited by your subcommittee from an African centered perspective a consumer:

The physical condition of school buildings particularly as this relates to any existing plans for restoration or building closing, or any other changes in the stock of school buildings:

We have suggested many times to the Board that we would like our vocational training program to include hands on experience for the youths.

We would like for them to have not only first hand knowledge of building repairs but be given the knowledge of how to start your own construction company with business savvy. The COPE Committee report suggests giving the contract to big contractors, such as members of their Task Force. We are vehemently opposed to contractors again taking our wealth without spreading it with our community. We want the direct consumers of the services of the schools---- the student------to be participants not spectators! Plus, the DCMR 5 Chapter 36 gives guidelines to follow before recommending that schools be closed that were not followed.

Within a short period of time,after the COPE report was published certain schools were closed and legislation was passed by the City Council to sell the schools to the highest bidder and use the monies collected for repair of the schools. The money that would be collected would have been less than 10% of what was needed! I met with several community groups and instructed them to file an injunction to prevent the closing of the schools.

Changes in the baric school curriculum:

The School system in the United States operates under legal guidelines for institutional racism! After the Civil rights movement, when the schools were integrated ---- the textbooks, curriculum guides, supplementary materials, school libraries, teaching methods, testing were not !

Dr. Joan Davis Ratteray, President of the Institute for Independent Education here in Washington, D.C. states in her policy study titled, "Center Shift, An African - Centered Approach for the Multicultural Curriculum" that the attempts to establish an African Centered Education in the United States has a 192 year history. It has been diluted by cries from the European community of reverse racism or multicultural education, which eventually reverted to the same center-Eurocentric Education surrounding white male domination.

The majority of the schools here in the District of Columbia have overwhelmingly been supportive of the development and implementation of an African Centered Curriculum. At this point, even an act of Congress could not stop it! Let us not forget - the East Berlin Wall toppled down last year. We are not going to tolerate the culture genocide of our children by any government system. We feel that as we begin to move towards the 21st century, we should do all we can to promote for all students, regardless of color, and not continue lies, distortions and prohibiting toe infusion of truth to our students, which causes self destruction.

I have available upon requests, a study on racial values in the

textbooks and curriculum guides, letters from parents from (37) different states crying our for justice in the curriculum and textbooks, news articles and other documents about Afrocentricity.

Dr Molefi Kete Asante, Professor and Chairperson of the Department of African American Studies at Temple University will lecture here September 29th, at Raymond Elementary School. He is the creator of the first doctoral program in African American Studies in the world and is credited with coining the phrase "Afrocentricity."

I look forward to working harmoniously with your Subcommittee as we move towards Statehood and teach our youth to appreciate its value! Peace be with you.

Yours Truly,

Valencia Mohammed
Operation Know Thyself, Founder and Director

Advisory Neighborhood Commission 6C
2041 Martin Luther King, Jr. Avenue, S. E.
Suite 300
Washington, D. C. 20020
(202) 889-6600

September 10, 1990

FROM: Mr. Ernest Darling
Advisory Neighborhood Commissioner
6C06 District
2041 Martin Luther King, Jr., S.E.
Suite 300
Washington, D.C. 20020

TO: The Subcommittee on the District Of Columbia
U.S. Congress

SUBJ: District of Columbia Public Schools

After completing grades K-12, a student in the D.C. Public Schools has no craft or technical skills. This is particulary true of our senior youth.

Training in such skills as plumbing, major appliance repair, brick-masonry and electrical - are just a few of those skills that would better prepare our students to enter the world of work or to operate a business.

I bring these problems to the Congress as a parent and a resident of the District of Columbia for your help and assistance. Remember my name, Ernest Darling ANC 6C SMD 6c06 was here to tell you some of the problems and ask that you join hands with all of us here who are committed to save our children. If not NOW .....WHEN.....

[illegible]

GOOD AFTERNOON. I'M HERE TO BRIEFLY TELL YOU ABOUT SOME OF THE PROBLEMS WITH EDUCATION IN THE D.C.P.S. SYSTEM, AND TO GIVE SOLUTIONS TO THOSE PROBLEMS. FIRST THERE IS A SEVERE SHORTAGE OF LEADERSHIP IN THE SCHOOL BOARD AND SYSTEM, MY EXAMPLES ARE AS FOLLOWS:

NO INSTRUCTION IN ANY COMPUTER TECHNICAL SCIENCE OR PROGRAMMING, WORD STAR, WORD PERFECT, LOTUS 1-2-3, +C+, PASCAL, FORTRAN, COLBAL, WINDOWS, DOS, DBASE, CAD, ETC. NO D.O.T. INSTRUCTION OR ELECTRONIC AUTOMOTIVE MAINTENANCE, NOR ANY HVAC CERT., FAA CERT., COAST GUARD CERT., AND A GENERAL LACK OF PARTICIPATION IN MOST OF THE FEDERAL PROGRAMS FOR SCHOOL EDUCATION, FOUNDATIONS, GRANTS, AND DEPARTMENTS OF INTERNATIONAL FUNDING. THESE PROBLEMS EXIST IN MOST OF THE 200 D.C.P.S. N.A.S.A. DOD, AGRI, EDUC, POSTAL, AND MORE HAVE EDUCATIONAL PROGRAMS THAT THE D.C.P.S. DON'T AVAIL THEMSELVES UNTIL. IN MY PROGRAM PROPOSAL BEFORE YOU I SUGGEST SOLUTIONS TO THE PROBLEMS. MY PROGRAM WILL BRING F.C.C. CERT. TO STUDENTS AND INTERN PLACEMENT THOSE WHO PARTICIPATE. PRODUCTION, EQUIPMENT MAINTENANCE, AND PLACEMENT ARE PART OF THE PROGRAM. AS IT STANDS NOW, FOR THE PAST NINE MONTHS I'VE BEEN PROPOSING A [illegible] "THE PARENTS SHOW AND "THE P. T. A. SHOW" BOTH ARE CANCELLED BY RATE BOARD OF THE SCHOOL BOARD WITH NO ANNOUNCING TO ME AS TO WHY. FOR BOTH SHOW I RECEIVED LITTLE OR NO HELP FROM THE LOCAL P.T.A. TO HELP PRODUCE THE SHOWS. NOW I PLAN TO PRODUCE THE FIRST NATIONAL P.T.A. TV SHOW OF ITS TYPE. FOR THE PAST NINE MONTHS I HAVE BEEN TRYING TO TEACH D.C.P.S. STUDENTS CABLE AND TV PRODUCTION TO BE AVAILABLE PROPOSAL TO BEFORE END, HOWEVER, ALL SENT MOVE CONNECTED TO MINDA REAL THAN ONLY HAVE IN THE LOCAL D.C.P.S. SYSTEM. WITH-IN THIS DAY AND AGE. THE PLAN IS NOT TO TEACH ALL THE STUDENTS IN THE D.C.P.S. SYSTEM. AND NOT TO PRODUCE EVERYTHING ALL THE MONEY AROUND IN EARTH, IT IS CURRENTLY BEING WISELY USED. THE GOAL IS TO PROVIDE STUDENTS FOR THE JOBS, CAREERS, AND THE CHALLENGE CURRENT MARKET. THE [illegible] [illegible] A DEPARTMENT AND STUDENTS [illegible] IN D.C. SCHOOLS ARE TEACHERS AND LEADERS IN THE SCHOOL SYSTEM DO NOT WANT TO EDUCATE STUDENTS THAT [illegible] [illegible] [illegible]

"COLLECTIVE AWARENESS"

P.O. BOX 90298
WASHINGTON, D.C 20090
(202) 310-1327

Melvin M. Donalds
Chairman, Subcommittee on
Judiciary and Education

Chairman Donalds and Esteemed Members of the Subcommittee:

I thank you for this opportunity to share my thoughts and verbally express my support for the continuing efforts of the current District of Columbia Public School (DCPS) Administration and its competent team of educators who strive to remove all roadblocks to learning for all of the children and young adults who comprise the present school population.

Since the birth of my son two and one-half (2-1/2) years ago, the question of a 'proper education' for him has been a very real concern. through reflection, I have come to know that his educational exposure must be a collection of experiences that show him how to move effectively in himself. An education that will put him in position to fully realize his talents and gifts from his Creator. Of course, the broader issue of controlling my son's socialization process in this society encompasses this educational process.

There are two (2) very important ways I have attempted to directly influence the educational processes in the District of Columbia Public Schools. I am an active member in a community based organization known as COLLECTIVE AWARENESS that has lobbied consistently and persistently over the past two (2) years for a profound change in the curriculum of the District schools they attend. Just as importantly, I am currently a member of the AFRICAN CENTERED EDUCATION INITIATIVE TASK FORCE of the District of Columbia Public Schools, whose goals and purpose for existence center around one of the major education initiatives of the District schools that was more than adequately described by Dr. Andrew Jenkins in his earlier remarks before this Subcommittee - i.e., the development and implementation of an Afrocentered curriculum for the benefit of all of the students of the school system.

I believe it is the mission and responsibility of the DCPS system to assist in the intellectual and moral development of our children. I believe this can best be achieved in an environment that nurtures and validates the cultural identity of all the children it serves.

While more than [illegible]% of the present school population is African-American, I believe all children will benefit by a sharing and understanding of those principles, values, and teaching methods that comprise an Afrocentered education. This approach takes into consideration the varied learning styles that all children bring to the educational setting, with an emphasis on developing African-American children who will have a full knowledge of their cultural heritage, whose positive self-image will exude a high level of confidence and competence, and whose expanding consciousness and true essence as an African can only be nurtured and cultivated.

It is vital to know that this African-Centered education is much more than placing some black facts with some white facts or rearranging the slant on historical events and concepts to please certain interests or political persuasions. The implications and substance of what this African-Centered education is about is much, much broader than what our children presently receive inside the classroom. The African-Centered education perspective is encompassed within a process of socialization that asks and answers the essential question of "what kind of person do we want this child to be...?", not "what kind of credentials do we want him to hold...?". It recognizes the shaping of the human being - spirit, mind and body - to be the quintessential goal. It facilitates the assimilation of our children thru their formative years by use of a value system fashioned around the principles of truth, justice, righteousness, balance and order, and the application of these principles thru their daily interaction with classmates and family. It provides the children with a sense of purpose and "critical thinking" skills that will guide them to the importance of acquiring and embracing a world view that will benefit them personally and their people collectively. It will provide the children with the basis for defining their life's direction, and the ability to internalize their definition of who they are...in spite of the negative influences of peers and society.

The current DCPS curriculum as structured contains omissions, misstatements, and distortions of the contributions of most of the races of humankind, particularly the contributions of people of color, more specifically the contributions of people of African descent.

Our young people need to know:

1) that the first and last stage development of man as we know him today, (Homo Sapien) took place in Africa. 1)

2) that the brilliant Jerusalem Scholar, Cheik Anta Diop, at the 1974 UNESCO Conference proved unquestionably that the ancient Egyptians were African. 2)

3) that the alignment of the stones of the Great Pyramids built by the Egyptians are within a 1 and 1/1000th of an inch accuracy which denotes highly trained mathematical minds at work, and was not done by accident. 3)

4) that, (C), the ratio of the circumference of a circle to its diameter was discovered by Egyptians while Pythagoras was still a child (4,000 BC), and that Egyptians discovered trigonometric laws called sine, cosine, tangent and cotangent (3,000 BC). 4) 5)

5) that all modern day math principles are found in systems employed in Ethiopia and Egypt (10,000 BC). 6)

(1) 1) Egypt Revisited and Blacks In Science by Dr. Ivan Van Sertima
2) UNESCO Conference - 1974 by UNESCO
3) Blacks In Science (1983) by Dr. Ivan Van Sertima
4) Ahmes Mathematical Papyrus, Problems 50 & 51
5) Black Man of the Nile by Dr. Yosef Ben-Jochannan
6) Mathematics in the Time of the Pharaohs by Gillings, Dover 1972

Melvyn M. Dymally, Chairman
Subcommittee on Judiciary and Education

- that Africans were smelting iron in 650 BC at Meroe in Nubia and 200 BC at Nok in Nigeria at temperatures of over 1,800 degrees, while Europeans did not smelt iron until the 5th century at temperatures of approximately 1,620 degrees. 7/

- that man's earliest attempts to fly were over 3,000 years ago in Africa. A model plane made of sycamore wood was discovered in Egypt and after examination by NASA aeronautic engineers, it was deemed capable of flight. 8/

- that Greek civilization began to develop between the 8th and 7th century BC and when Greece started reading, Egypt already had 15 centuries of reading in its recorded history.

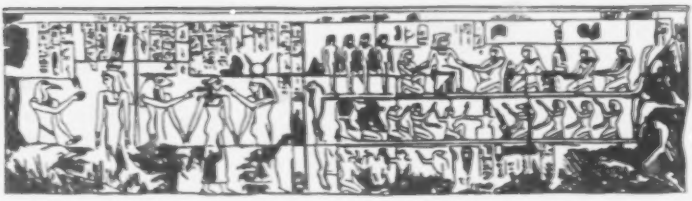
- that a text in the London Museum titled, "The Hymn of Akhenaton," who was an Egyptian Pharoah, talks of the concept of the speed of light and talks of light turning plants green which today we call photosynthesis.

- that ancient Egyptians had an understanding of the "wave theory of light" which was not discovered in Europe by Sir Isaac Newton until the 17th century AD.

You may ask, what is the significance of all of the internalization and exposure to all of this kind of knowledge? Washington Post columnist William Raspberry nails it cold when he says, "Believing the rumors of their own inferiority, these youngsters, seeing few people who look like themselves in the sciences, saddled with the constantly reinforced discouragement that their talents lie elsewhere and embarrassed by their awkwardness in the classroom, will simply choose not to compete. Yet, a Black youngster will rarely allow his initial awkwardness on the basketball court to convince him that basketball is not his game. His expectation is that he will learn to play the game well. And because he fully expects to succeed, he can be persuaded to undergo endless hours of instruction, practice, and drill."

7/ They Came Before Columbus by Dr. Ivan van Sertima
8/ Blacks In Science by Dr. Ivan van Sertima/International Association of Black Education Committee

"COLLECTIVE AWARENESS"



The Annunciation, Conception, Birth, and Adoration of the Child.

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"COLLECTIVE AWARENESS"

P.O. BOX 90298
WASHINGTON, D.C 20090
(202) 310-1327

COLLECTIVE AWARENESS (CA) is a community based organization of parents and concerned citizens that have banned together for two (2) very profound reasons. Firstly, CA has been actively and diligently working in the D.C. community to pressure the D.C. School Board to implement an African Centered Curriculum for its 92% African-American student population. Our proverb has been "truth and correctness", for if all of the distortions and omissions of history were corrected, one would find that the origins of the human family and the beginning of civilization as we now know it began in the Nile Valley in Egypt (Ancient Kemet). Just as profoundly, with "truth and correctness" we could begin to speak in terms of World History, and not just African History, or European History, or Asian History, etc. The contribution of all peoples to the development of humankind could be accurately and clearly highlighted. The result of this miseducation, as Carter G. Woodson explained so well in his landmark book "The Miseducation of the Negro", is that African-American children end up with negative conceptions of their history, culture, and forepareents, and therefore end up with a negative attitude towards themselves and their potential. This can be generally termed low self-esteem or low self-respect, which is manifested in benavior that is negative or unproductive, such as the peer pressure that says "it's not cool or it's acting white to do well in school". This is the same type of peer pressure that says it's O.K. for youth to use or sell drugs, or be violent against their brothers or sisters (classmates). D.C.'s schools need to take the necessary steps to correct the miseducation and offset the negative peer pressure. As Marcus Garvey said, "a people without knowledge of their history and culture is like a tree without roots", and this is evidently the root cause of alot of the problems facing the youth of today.

Secondly, CA has been and will continue to work in the community, sharing information, making presentations (at schools and elsewhere), and sponsoring workshops. The majority of these events will focus on the true history and culture of African/Black people going back thousands of years, but always relating the historical facts to our present situation in a contemporary manner. We have established and look forward to establishing lasting relationships and accomplishing tasks in conjunction with other community groups who share some of our goals such as RAP, Inc., The Institute of Karmic Guidance, and independent Black schools like Nationhouse Watoto School, Djamma School, and The African Learning Center, etc., which provide successful models of the benefits of educating our youth from an African Centered perspective.

COLLECTIVE AWARENESS

In order to maximize our impact in the area of lobbying and informing and (re-) educating our communities, we will need the help of many parents, students, teachers, and other concerned brothers and sisters. We need people who are willing and able to commit time and effort to actively participate in the process of sharing information and making presentations. This includes both those who are experienced and those who are less experienced. The time is now for the reawakening of people of African descent in America and all over the world. Everyone has a part to play, so play yours to the best of your ability.

Come join us....for more information call our 24-hour, 7 day-a-week information line at 310-1327 and leave a message.

Remember "truth crushed to earth will rise again..!".

Hotep

COLLECTIVE AWARENESS

THE TRUTH MUST BE TAUGHT

Every concerned citizen should be particularly concerned about the serious problems among young people in Washington, D.C. and in every major city in America, such as involvement with drugs and violent crime, and high truancy and dropout rates in the schools. Moreover, it is evident that many young people are plagued with the problems of negative self-image, low self-respect, low self-esteem, low moral values, and a low desire to achieve or excel at school, or at anything that is positive and productive. As Marcus Garvey said many years ago, "a people without knowledge of their history and culture is like a tree without roots"*1, and this is evidently the root cause of these problems among African-American (Black) youth. In general, they are not getting this knowledge at home, in church, or in school. Several parent and community organizations in Washington, D.C. (notably Operation Know Thyself and Collective Awareness) have been attempting to change this situation by lobbying and working for the incorporation of TRUE African and American and world history in the D.C. Public School System, including the contributions of peoples of various ethnic groups in the development and advancement of in various disciplines or subject areas. This is particularly necessary because the accomplishments of people of African descent are generally omitted, distorted, or falsified, while the accomplishments of people of European descent are generally highlighted, distorted, and glorified. This is a historical, systematic problem all over the country, but certainly it is a tragedy in a city in which the majority of citizens, city officials, school officials and teachers, and over 90% of the public school population are African-American.

*1) The Philosophy and Opinions of Marcus Garvey, (pub.) 1969

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During the hundreds of years of slavery in America, African (Black) people were subject to brutal and inhumane conditions, and a process of systematic de-education, along with severe anti-education laws and policies. (The cornerstone of this was the policy that made it "illegal" and severely punishable for Black people to learn how to read, or for white people to teach Black people how to read.) Thus, Black (African) people in America were stripped of the knowledge of their (our) history and culture, and thus separated from our true African identity and the rich and inspiring heritage that goes along with it.

Then, from slavery times forward, America has had a policy of systematic miseducation for African-Americans, both in schools and in society in general (through various media outlets). This has generally taken the form of favorably distorting, highlighting, and glorifying the historical and current actions and accomplishments of Europeans and caucasion Americans, which have often been unjust and cruel towards other human beings (particularly those of African descent). Concurrently, there has been unfavorable distortion and omission of the historical and current actions and accomplishments of African people (in Africa and the diaspora), which have actually been profoundly impressive and relatively just. In additon, European-American culture and standards have been ingrained and institutionalized in various aspects of African-American life. However, through the hard work, suffering, and sacrifice of our ancestors, we have reached the point where we are in a position to demand something better than desegregation: TRUE EDUCATION!

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It seems relevant here to list a few important historical facts that most African-Americans and most people in general do not know because these facts are not generally taught in most schools in America. They are as follows:

1) Africa is the cradle of mankind and civilization. Black people built and developed the world's first civilization some 6000-plus years ago in the Nile Valley (Nubia) which flourished for several thousand years, and was the root of the great ancient Egypt (Kemet). It was the most advanced civilization in world history, where the indigenous Africans mastered mathematics, sciences, arts, architecture (pyramid and temple building), medicine, philosophy, and spirituality (religion).*2

2) The Greek civilization and the famous "Greek Philosophy" credited to Aristotle, Socrates, etc. was actually based on knowledge and teachings learned and stolen from African (Egyptian) civilization (during the time (4th century B.C.) of the bloody conquest of Egypt and its libraries by a Greek army led by Alexander "the great"). The famed Roman civilization was a derivative of the Greek civilization, and therefore was also an illigitimate offspring of the Ancient Egyptian (Kemetian) civilization. Thus, western civilization, intelligencia, and religion, of which Greece and Rome are the roots, is actually derived from early African civilization and intelligencia, and religion (or spirituality).*3

*2) The Destruction of Black Civilization, C. Williams, 1970.
*3) Stolen Legacy, G. James, 1954.

3) Between the first century A.D. (or C.E.) and the present, there have been many more great African achievements with leaders and teachers such as Hannibal, Askia the Great, Queen Nzinga, Harriet Tubman, Marcus Garvey, Kwame Nkrumah, Malcolm X, Martin Luther King, ...; and great civilizations and societies which flourished over a long period of time such as Ghana, Mali, Songhay (home of Timbuktu, known for its great educational center, and superb commerce and trade), Ashanti, Dahomey, and Zimbabwe societies, to name a few.

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Yet, these crucial historical facts and many others are either omitted, belittled, or falsified in the textbooks and curricula of the D.C. Public Schools and most schools in America. For example, there was recently a book in the library of in a D.C. elementary school written by J.T. Georges, titled "A True Story of Africa" which alleges that early Egyptians were Caucasian (White) and thus the great achievements of these civilizations were a product of Caucasian intelligence and ingenuity, which is totally false. Other history courses in the schools begin their study of the history of the world at around 1600 B.C., thereby omitting of thousands of years of African civilization and achievements, and highlighting the "great" European (Greek, Roman, etc.) civilizations and achievements. This is clearly miseducation.

Carter G. Woodson, the initiator of "Black History Month" (originally "Negro History Week"), wrote a book in 1933 called "The Miseducation of The Negro". It was a landmark work in which he explained the process of miseducation that was, and still is, perpetuated in American schools and society at large. And though African-Americans have made some progress towards social justice over the past 50+ years, most of our parents, teachers, and preachers are still victims of this miseducation. Therefore, many of them do not know alot of our rich African heritage, history, culture, and value systems, and thus cannot possibly teach it to the youth. This is a problem which will require large-scale reeducation, particulary among school teachers. An example of possible solutions being offered is courses for teachers and parents given by The African Institute (in Wash., D.C.) with Ms. Abena Walker. (The courses are on "African Concepts of Education", and deal with African-centered teaching methods and learning styles, as well as conveying information to instill self-knowledge and self-esteem in African/Black people.) However, although teacher reeducation is essential, the most fundamental problem in the schools is the textbooks and curricula, in which misinformation has been documented and given and heir of legitimacy and authenticity.

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A comprehensive study has been recently conducted in the D.C. Public School System by The Carter G. Woodson Study Project (comprised of several top-notch educators and researchers, notably Dr. Imari A. Obadele, President of the Republic of New Afrika; Dr. Kwaku Walker co-founder of The African Institute). This study, titled "A Study Of Racial Values In The Curricula For Language Arts And Social Science In The Public Schools Of The District Of Columbia", documents evidence of many distortions and omissions, which result in the students being taught

inaccurate information and false "racial values". The authors give evidence that the schools are implicitly teaching (de facto) White supremacy, by omitting or unfavorably falsifying the great African (Black) achievements in history; and highlighting, favorably falsifying, or glorifying the (often unjust) European and American actions and accomplishments. For example, the study documents the "inadequate treatment of slavery and the Civil War", and poses the basic questions, should "the slaveholders George Washington and Thomas Jefferson be taught as heroes to the children of those whose enslavement they helped to perpetuate?", and "should Jane Addams be an approved subject and not Harriet Tubman?"*4 It should be clear that both correct answers are "no".

Another example from this recent study is the following. "The curriculum guide for U.S. History requires the teaching of both World War I and World War II, and specifically directs the examination of the Treaty of Versailles, which ended World War I...yet the leading textbooks and guides pass silently over one of the most momentous outcomes of World War I and the Versailles Treaty: the ratification of European colonization of Africa and parts of Asia...the same Versailles Treaty which was establishing the right to self-determination and 'democracy' for White peoples and states..." Continuing, the study sites "the successful decolonization struggle waged by the Africans and Asians between 1957 and 1977." They found that "the silence around this magnificent event is only mildly broken by the U.S. History guide...completely distilling the peoples' struggles against the evil of colonization..."*5 This is just the tip of this enormous iceberg of miseducation. An abundance of additional evidence is cited in this study.

The authors conclude that "in short, since it is conventional to teach the story of Whites in America as a story of courage, (intelligence), faith, and indomitable will, the (African-American) student must inevitably feel inferior, by comparison, when his/her own history is taught as the story of submission, (unintelligence), complacency, and the acceptance of a conqueror's political charity." A glaring example of this is the fact that many African-American youth feel that they are either incapable or are not supposed to excel academically or intellectually. They continue, "the (African-American) student who is without an appreciation of the fact that his/her primary group identity, beyond his/her nuclear (immediate) family, is African (with a positive heritage), is without vital support for personal self-esteem. The failure of the schools to establish and/or reinforce esteem for African group membership is a monumental lapse which calls for specific and immediate remedy."*6 (For more information on this study, write to: The Carter G. Woodson Study Project, P.O. Box 62622, Washington, D.C. 20029-2622.)

*4) "A Study Of Racial Values In The Curricula For Language Arts And Social Science In The Public Schools Of The District Of Columbia", The Carter G. Woodson Study Project, 1990.

*5) Ibid.

*6) Ibid.

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There are currently efforts underway in several cities in America (in addition to Washington, D.C.) to revise their curricula to make them more historically correct, which will necessarily reveal the achievements and contributions of Africans and African-Americans in the disciplines of Mathematics, Science, Architecture, Literature, Philosophy, Religion, and the development of civilization in general. This type of revision would also make the curricula more relevant and interesting to African-Americans, who make up the majority of students in big-city public schools in America. But the bottom line is that all students, regardless of their race or ethnic identity, should be taught the truth about world history and the contributions of their ancestors in various disciplines and subject areas.

In this effort to provide more accurate, truthful, and properly balanced curricula, the public school system of Portland, Oregon is a leader. They are currently implementing a curriculum with a "multi-ethnic, multi-cultural" perspective. The portion of this curriculum which deals with the historical contributions of Africans and African-Americans was developed and authored by some very renowned and highly respected scholars and historians, such as Dr. John Henrik Clarke and Dr. Asa G. Hilliard, III. It is titled African-American Baseline Essays, and is broken down into segments which deal with the contributions of people of African descent in the fields of Mathematics, Science, Art, Literature, and Music, respectively. Therefore, it can be used in courses on these subjects to provide a more complete and well-rounded education. Together, these "essays" provide an overview of the history of people of African descent.

In October, 1989 there was a national conference titled "The Infusion of African and African-American Content in the School Curriculum", which was convened and directed by Dr. Hilliard, who has become perhaps the leading spokesperson nationwide on this issue. The conference was well attended by school administrators and curriculum "specialists" from across the country, and was reportedly successful in enlightening alot of them about the vast amount of information that is generally left out of school curricula, and the need for its inclusion. Hopefully these school administrator will go back to their respective schools and "do the right thing" regarding the revision of their curricula. Whether they do or not, this is definitely a movement which has been gaining momentum and support, and is destined to make much progress in the future.

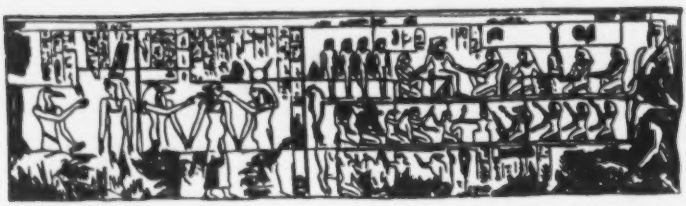
Along side this movement, is the growth of many independent Black (African) schools, many of which have been in existence for more than fifteen years. (In Washington, D.C., the two oldest and most well known are Ujamaa Schule (founded in 1968) and Nationhouse Positive Action Center--Watoto School (founded in 1974).) The focus of these schools has been and continues to be teaching African-American children about their history, culture, and responsibilities as African-Americans, along with teaching them every subject that is taught in the public schools. These schools have a very good track record, with many of their graduates going on to be successful in college and becoming productive members of their communities and society. These independent Black schools also have become increasingly popular in the African-American community in recent years and months, as there seems to be a growing awareness among Black people of the need to learn about and identify with their historical and cultural heritage and legacy.

So, with the movement well underway in the public school system to bring about changes in the curricula so that they present the truth on the history of African (or Black) people, and the increasing popularity and growth of the independent Black (African) schools, the amount of true and relevant education that Black people are getting is definitely on the rise. Combined with many other signs of increasing awareness and consciousness in the Black community at this time, there is hope that the ills of drug abuse, violent crime, and disunity can be cured. Only time will tell. But remember, truth crushed to earth must rise again.

Kenneth W. Mack

Kenneth W. Mack, Secretary
Collective Awareness

"COLLECTIVE AWARENESS"



The Association, Conception, Birth, and Adoration of the Child.

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COLLECTIVE AWARENESS
P.O. BOX 90298
WASHINGTON, D.C. 20090
(202) 310-1327

September 12, 1990

Presented to the U.S. House of Representatives, Committee on the District of Columbia, Judiciary and Education Subcommittee

Dear Congressman:

My name is Alecia Carter -- a third generation Washingtonian, a product of the D.C. Public School School, Graduate of Washington Techinical Institute, a proud and active parent of three lovely daughters, a Co-Founder of Collective Awareness and member of the African Centered Education Iniative Task Force in DCPS.

COLLECTIVE AWARENESS (CA) is a community organization of concerned parents and citizens who have come together for two very profound reasons. CA has been one of the active arms in lobbying the D.C. School Board, Council Members, Delegate and DC Public Schools Administration to implement an **African Centered Curriculum** for its 97o/o African American student population. Our proverb **"TRUTH AND CORRECTNESS"** for if all of the distortions and omissions of history were corrected, one would find that the origins of the human family and beginning of civilization as we now know began in the Nile Valley in Ancient Kemet (now called Egypt). Just as profoundly, with **truth and correctness**, we could speak in terms of World History, and not just African History, or European History or

Asian History, etc.... The contributions of all people to the development of humankind could be accurately and clearly highlighted. The result of this miseducation, as Carter G. Woodson explained so well in his landmark book **"The Miseducation of the Negro"**, is that African American children end up with negative conceptions of their history, culture, and foreparents and therefore end up with a negative attitude towards themselves, and their potential, community and environment.

It is CA feeling that issues surrounding a 40o/o drop-out rate in our schools, teen preganancy, drug abuse and the day-to-day expressions of hopelessness by our younqsters through their apparent disreqard for life itself, directly relates to an enormous lack of self-esteem and self-love, that in the final analysis has its roots in a one culture linear, indoctrinating, superiority society.

As quoted by the honorable Shirley Chisholm at the Library of Congress during African History month, Feb. 1989: **"The United States is not a melting pot but a salad bowl."** A melting pot destroys culture! A salad bowl retains culture!

In the Road Less Traveled, by Dr. M. Scott Peck (pg. 82-88, section II, Love, 3rd paragraph), he states:

"Third, this unitary definition of love includes self-love with love for the other. Since I am human and you are human, to love humans means to love myself as well as you. To be dedicated to human spiritual development is to be dedicated to the RACE of which we are apart and this therefore means dedication to our own development as well as "theirs." Indeed, as has been pointed out, we are incapable of loving another unless we love ourselves, just as we are incapable of teaching our children self-discipline unless we ourselves are self-disciplined ..."

Illiteracy creates insecurity and apathy.

Another quote from The Washington Post, Feb. 25, 1989, (Metro-section B 1 & 4, 3rd column, last paragraph) from "College Park Campus Adopts a Policy of Honesty":

"While cribbing is not new, educators are increasingly troubled by students' dishonesty in a culture in which many forms of cheating -- tax evasion, insider trading scandals on Wall Street and even convictions of top White House officials -- have proliferated." ...

"Higher education is struggling with how we help students learn, ethics, values, and how they make choices in a competitive world ..."

The above would not happen if principles of **MAAT: truth, justice, righteous, balance and order** (or simply put **truth, correctness, values, principles and respect**) were instilled in the beginning and throughout life at home and at school.

In these years of technology, we as adults have changed our value system from life/family to money/career/materials. Live for today, that is all our youth see, no value for each other, only self. "Go to school to get a good education to get a good job!" Not to develop as a better person to the family and the community? This is **SAD!**

An **Africentic Curriculum** also allows individuals to apply their skills in several disciplines and also helps teach self-reliance. It is not the color of your skin or texture of your hair, but a state of mind, which incorporates whole brain (100 o/o usage) instead of right brain (10 o/c usage) learning styles.

I would like to further clarify what **Africentrism** means. It is inclusive of everyone, instead of exclusive as the current system is. It is a circular collective connectedness to each other and the universe, instead of the linear separateness. Its includes everyones culture, contributions, history and mistakes.

It includes a more indepth cultural arts and sciences program, hands on activities, field trips and physical education. **True Science** (to Know) is a key component that is also missing from the very beginning. Very few know that sciences true meaning is <u>to know</u>! This gives balance and full usage of the mind, body, & soul.

The **Africentric Curriculum** meets the needs of <u>all the students in the society, regardless of race, color or creed</u>. It is, I repeat whole brain learning <u>emcompassing</u> **TRUTH and CORRECTNESS**, which would promote respect, understanding for differences, self-esteem, principles and values.

Why the term **Africentric**, because it is the term that we use (as we know it today) meaning Africa at the center, which we all know is the cradle and foundation of human civilization.

As Marcus Garvey said: "a people without knowledge of their history and culture is like a tree without roots."

U.S. HOUSE OF REPRESENTATIVES
EDUCATIONAL AND JUDICIAL SUB-COMMITTEE FOR D.C.
CONGRESSMAN MERVYN L. DYMALLY

Mr. Chairman, Members of Congress,

My name is Rabiah Al Nur. I am here to speak to you about children's literature and the impact it has on a child's mind.

As you know children are easily influenced by what messages they receive from the various media they are introduced to whether it be books, film, t.v., radio, oral instruction, or observation of their environment. These messages are conveyed to them by adults within their sphere of influence (ie. home, school, church, t.v., and the streets).

Children are imaginative and impressionable starting from infancy to the age of 4, when they are learning most of their basic beliefs, 5-12 when concepts and perceptions are ingrained, 13-adulthood where changes are made in their orientation. This is achieved with much difficulty and usually major trama due to the impact of already having their beliefs entrenched firmly in their minds.

A positive self esteem can be just as easily molded in a child as a negative one. The development of a positive self image involves many factors. In nurturing a positive self image one must provide a child with an atmosphere conducive to the fostering of ideas that this child is lovable, valuable, good, wholesome, smart, beautiful, capable, resourceful, brave, strong, and caring. How these ideas are presented to the child is of the utmost importance.

As a consultant on African-American children's literature, I will speak to this media in particular and touch on several others briefly. I am also a member of the D.C. Superintendent's Task Force on the African Centered Initiative. The Multi-Cultural

curriculum Advisory Council for D.C. Public Schools and the owner of Natural Reflections, the only African American Children's Bookstore in the D.C. area).

In this country we have several major dysfunctional problems. Racism, drugs, illiteracy, violent crime, to name a few. All of these problems are pervasive and interrelated, to a magnitude [illegible] due be attributed to low self esteem and stereotypic value and perception [illegible].

It is said that we are a country of functional illiterates, that Americans can't and don't read. In some instances it stems from lack of educational opportunities, in others lack of interest, in still others incapabilities due to various and sometimes unaddressed reasons (i.e. dyslexia). African Americans in particular carry as one of the many stigmas assigned to them, the "Black people don't read" label. Even among those capable it is deemed that there is a lack of desire to indulge in such a pastime. This is not only another fallacy but indeed is racist and unfounded. I'm sure someone will try to produce a study or some statistics to support their claim. Even those who cannot read well, can do so given the proper stimulus. Would you want to read if the only images presented to you were negative or and had nothing to do with your experiences and who you are. Let us think back to our own childhood, to the kinds of books we were introduced to by our parents and then our teachers. Of the many stories read or told to us during the course of our young lives, how many do you recall being about African Americans ? Of those how many were wholesome or positive images ? Of the thousands of books being ingested, how many were read at bedtime or naptime when the subconscious mind is most susceptible to subliminal suggestion ? Which stories do you remember most and what was your favorite book ? Let's take a short quiz. Write down the answers to the following questions. 1) Name your favorite childhood story. 2) Name the book that inspired you as a child to emulate the main character. 3) What were the main virtues that the character embodied ? 4) In imagining yourself as the main

[illegible] the detective story. 5) Name one book you remember the character as being an African American. 6) What inspired you to want to emulate this person? 7) What were the main virtues that character embodied? 8) How did you perceive African Americans after having read that book? 9) How many books in school did you read about African-Americans? 10) How were African-American contributions to this country addressed, if at all, in the textbooks you read in school? 11) Name five major contributions you learned which Africans and African-Americans made to Western Civilization. 12) Do you remember the story of Little Black Sambo? The Ugly Duckling? As you review your answers the results should be telling in and of themselves.

The results of the above test, in my own experiences, as well as, hundreds of other people that I have talked to, has been for the most part negative. The books I encountered either did not pertain to me as a African American or of the two I remember most, contained negative stereotypes.

Let us consider the story of the Ugly Duckling, most likely encountered during the formative years. This is touted as a classic and is read to most children during those early years. The outright racist and subliminal messages in this story are that a young BLACK duckling is ostracized and scorned by its own kind because of its BLACK color. Now don't despair, for the UGLY duckling for all is not lost. At the close of the story we find to our sheer delight that the POOR BLACK, WORTHLESS, UNLOVABLE, GOOD FOR NOTHING, AND UGLY duckling goes away and by the grace of God, good fortune and [illegible] WHITE SWAN. Because [illegible] surrounding [illegible] in the story. His other ducks are dissestruck and contrite, for this duck has done not only a physical impossibility (changing from a duck to a swan), but more importantly has shed the LOATHESOME BLACK FEATHERS for beautiful white ones. It then becomes not only

beautiful, but the epitome of all things good. That book should carry warning label that some of the Rock albums do, to protect our impressionable children's minds.

There are thousands of childrens books available that portray African-Americans in a positive manner, from baby's first book through adulthood. Beautifully written and illustrated picture books about children doing positive everyday and sometimes special things that reflect us. There novels, first readers and workbooks that are written about our children and adults in a strong, positive manner. There are novels that should be used as classroom assignments, but most teachers are not aware of their existence. It is incredible to know that the names and works of Eloise Greenfield, Sharon Bell Mathis, Lucille Clifton, Walter Dean Myers, Jerry Pinkney and Muriel and Tom Feelings to name a few are not [illegible] recognized [illegible] due to lack of exposure. These authors

What I learned in school about Africans was that we are dumb, savage heathens, strictly tarzan action, and not people I would want any association with me made. I can still visualize the humiliating caricatures, films, stories, television portrayals and depictions in cartoons and other media I was presented with at school and libraries. I was more fortunate than many as my father is a teacher and always taught us our history in a positive manner at home. I learned that we were not just slaves being saved from a life of heathenism by great white benefactors, who brought us to this country to save our souls and make us civilized, though it was absurd to think that we could attain their perception of civilization. I still cringe mentally when I think of the negative images ingrained in me from childhood. What then can be expected from those of us who have no one to try to counter-balance these concepts. Negative or low self-esteem is the answer.

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When one considers themselves from a vantage point of being worthless, slow, slovenly, ugly, lazy, stupid, beastly or not worth mentioning at all, how do expect that child to grow into a positive productive person ? It's damn near impossible. Let's talk history books. You would be amazed at the number of books that are in print, as well as, out of print about the great contributions of Africans and African-Americans. Books written for children ! There was a great volume of materials printed during the 60's and early 70's. Appeasement books I call them. Printed but not purchased or utilized thus dismissed and forgotten.

How many teachers when introducing the Three Musketeers and the works of Dumas, world reknown classic, know or tell their students he is an African. Let's take another historical figure, Jim Beckenswerth. He opened the westward passage but is portrayed in movies and print as White. What about Estabanico, the African from Spain who founded New Mexico and Arizona. Jean Baptist Pointe Du Sable who founded Chicago. A city that tries to deny African-Americans their basic rights. Are the children of these cities taught about their founder ? Are there books and statues singing his praises ? I thank ya Kawaida's the only [illegible]. Such acclaim for a not completely factual movie. Better than nothing I suppose, but why hasn't this information been imparted all these years in textbooks ? Why just slavery and the genteel life of the south in all its splendor ? Who built the grand plantations any way...Africans. Who invented the machines and other items used to facilitate a greater production of goods...Africans/African-Americans.

While extolling the virtues of the Greeks and Romans teach where they learned this information...Africa! The sciences are but a few of their accomplishments. Why is it that Imhotep's name is not a household word like Socrates, Plato and Aristotle ? They learned what they knew from him and others like him. Tell the children the truth. We do ourselves and our children a grave injustice by withholding this information. The

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respect that the African, African American, Caucasian, Hispanic, Asian and other children would have for People too long denied their rightful place in the world as Honorable, Intelligent, Beautiful, Brave, and Productive is inestimable. People of color are the majority of the planet. Its time to refocus our thinking. THE TRUTH SHALL SET YOU FREE.

The Impact of History and Culture on the Self-Esteem of
African American Youth and Its Application for Drug Awareness, Education and Prevention

Many social scientist, politicians and community leaders agree that drugs are the biggest problem currently plaguing African American communities throughout America. A recent survey indicated that by the year 2000, there will be more African American Males in prison than in college. Statistics indicate that an alarming number of youth are incarcerated as a result of drug related activities.

Low self esteem is viewed as one of the major contributors to drug use and abuse. The lack of proper role models in the household and community, coupled with a lack of interest in education, often leads to an individual who is a prime candidate for some drug related activitity. Once arrested, convicted and imprisoned, this same individual stands a good chance of *"finding himself""* through the study of his history and culture.

One of the best examples of this metamorphosis was Malcolm X. Malcolm represented the worst and the best of the African American male. He rose from a hoodlum, thief and dope peddler to become one of the most dynamic leaders of the 20th century. While imprisoned, Malcolm taught himself to read and write by copying the entire dictionary. He soon came to realize that true freedom lies in information and the attainment of *"knowledge of self"*.

Malcolm states in his autobiography, *"I have often reflected upon the new vistas that reading opened to me...reading had changed forever the course of my life. As I see it today, the ability to read awoke inside me some long dormant craving to be mentally alive."*

Like Malcolm X, an increasing number of African Americans are finding their self esteem in prison libraries and study groups. The conditions of crime, poverty, unemployment, drugs, teenage pregnancy and black on black crime, which run rampant through black communities nationwide, are all symptoms of low self esteem brought about by years of miseducation.

It is important to remember that, for over 350 years, millions of Africans were brought to American as slaves and were deprived of their history, culture, language, religion and name. Prior to the beginning of the slave trade, in the 15th century, there was no such thing as a *"Negro."* Portuguese slave traders made a noun of a discriptive adjective and used it to describe a race of African people.

Within this century alone, we have changed our names from, *"Negro"* to *"Colored"* to *"Black"* to *"African American."* These name changes reflect an evolving political ideology which underscores the importance of associating something as simple as a name with a land mass, a history and a culture. Every ethnic group that has maintained its cultural identity, has faired relativity well within American society.

In 1933, Carter G. Woodson wrote *"The Mis-education of the Negro"* which accurately describes a condition which continues to affect millions of African Americans. In his book Woodson states, *"When you control a man's thinking you do not have to worry about his actions. You do not have to tell him to stand here or go yonder. He will find his 'proper place' and stay in it. You do not have to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it neccessary."*

In February of 1988, I authored a book entitled *From the Browder File: 22 Essays on the African American Experience*, this book chronicles the historical accomplishments of African people and their influence on western culture and civilization. There is no doubt that when history is viewed fron a non Eurocentric perspective we will find Africa is the true birthplace of humanity, culture and civilization. This historical point of view comes as quite a shock to anyone who has been "*mis-educated.*"

In thousands of classrooms throughout this country parents, teachers and students are demanding and recieving and "African centered" education. An African centered perspective emphasizes the positive contributions African people have made to various cultures. As a result of this approach to education, many people are discovering a renewed sense of pride in their history and a sense of hope for their future.

One important aspect of history which can not be overlooked is the use of drugs and guns to subjugate people of color. European traders introduced opium smoking into China in the 1600's. The Opium War (1839-1842) insured that England would continue to reap huge profits from the sale of opium and continue to destabilize the Chinese government. The French and Indian Wars were no different. Between 1689 and 1763 the French and British waged one long struggle against the Indian population for posession of North America. Both countries tried to win help from the Indians by bribing them with liquor and guns.

The noted historian, Dr. John Henric Clark states that "all history is a current event", the ability to understand the events which helped to shaped the past determines the degree to which you will understand the events which will shape the future. African Americans are not responsible for growing, processing or transporting any of the drugs which make their way into their communitites. Neither are African Americans responsible for the manufacturing or importation of the automatic weapons which kill and maim thousands of people every year. Either the war against drugs is a dismal failure, or it was a war which was never meant to be won.

There is an increasing number of African American psychologist and psychiarist who are successfully treating addicted patients by using traditional drug treatment methods coupled with historical (cultural) therapy. The results have been phenomenal. One of the keys to the successful rehabilitation of a drug addict is the "rescue and reconstruction" of their African consciousness which gives them a greater sense of self worth.

You cannot expect a person to say "*no*" to drugs if you have not taught them to "*know*" themselves. Knowledge of self plays a vital role in the mental health, development and socialization of human beings. Knowing your history tells you who you were, where you came from and what your capacity is as an indvidual.

Your view of history determines your philosophical outlook on life and your philosophy determines your potential as a human being. Malcolm X assessed life thoroughly when he stated,

> "Your philosophy determines your thought pattern. Your thought pattern determines your attitude. Your attitude determines your behavior pattern. And your Behavior pattern determines your actions."

Everything that a person is or will become is determined by their concept of self. Accurate knowledge of self is the primary ingredient in one becoming a wholesome and productive citizen.

DC SERVICE CORPS, INC.
A non-profit corporation incorporated in the District of Columbia

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STATEMENT OF DR. SAMUEL HALPERIN
President (Interim), DC Service Corps

September 18, 1990

In the new dawn approaching for the District and its citizens, youth will be recognized as a vital resource for solving our urban problems, not as an endless source of worry and expense. Young adults will be called upon to serve our community in tangible and important ways and, in the process, to learn the skills and attitudes that will improve their own lives. This is the goal of the DC Service Corps which I commend to the attention of all who are committed to writing a new page in our city's history.

From coast to coast -- in New York, Boston, San Francisco, Oakland, Los Angeles, Kansas City, Philadelphia, St. Louis, Dallas, and a dozen other cities -- youth service corps are putting young men and women to work fixing and cleaning up our neighborhoods. They work in parks and on riverbanks, in apartment buildings and schools, on vacant lots and in the heart of downtown. They are taught carpentry and horticulture, weatherization and erosion control, painting and much more. They organize after school programs, run home repair programs for homebound senior citizens, and turn abandoned lots into playgrounds. They also learn job skills and job attitudes, self-respect and cooperation, and many of them graduate directly into the job market for the first time.

Youth service is for everyone. The D.C. Service Corps seeks to unite the energy and enthusiasm of young adults from all socioeconomic and cultural backgrounds to work together addressing vital community problems. Side by side, young people will respond eagerly to the challenge to help our community, the Nation's Capitol; to acquire experience in the "real world" before continuing their formal education; to meet and learn from young men and women of diverse backgrounds.

Based on what we have learned from youth service corps elsewhere, our DC Service Corps will:

1. SERVE THE ENTIRE COMMUNITY BY PERFORMING SIGNIFICANT WORK which would otherwise not be done.

2. ENROLL OUT-OF-SCHOOL 17-21 YEAR-OLDS who are having difficulty finding a niche in the labor market, as well as young people who desire a full-time community service experience before pursuing postsecondary education or entering the labor force.

3. ENHANCE YOUTH DEVELOPMENT by providing basic education, pre-employment training, personal development, counseling, citizenship education, and other essential life skills.

4. USE A BROAD RECRUITMENT STRATEGY, STRIVING FOR DIVERSITY in the Corps along racial, cultural, gender, educational and economic lines.

5. PAY CORPSMEMBERS a combination of wages, stipends and bonuses that at least equals minimum wage and provides successful graduates with financial assistance for postsecondary education, technical training, or other means of preparing for economic self-sufficiency.

5. PAY CORPSMEMBERS a combination of wages, stipends and bonuses that at least equals minimum wage and provides successful graduates with financial assistance for postsecondary education, technical training, or other means of preparing for economic self-sufficiency.

6. ORGANIZE WORK CREWS of 8-12 Corpsmembers under a skilled, adult crew leader who respects and works well with young people.

7. ESTABLISH A JOB DEVELOPMENT AND PLACEMENT component to help Corpsmembers make successful transitions to the world of work.

8. PROVIDE A MIX OF PHYSICAL IMPROVEMENT AND HUMAN SERVICE PROJECTS for the benefit of both the community and the Corpsmembers.

9. Clearly articulate and consistently APPLY HIGH QUALITY PROGRAM STANDARDS and instill responsible behavior.

10. DEVELOP A SENSE OF COMMUNITY based on identification with the crew, the Corps and the City of Washington.

In short, our vision of the Corpsmember who has completed a year in the DC Service Corps is a person who has high motivation to work and to make a positive contribution to society; whose work ethic includes responsibility, dependability, and good working relationships with fellow workers and superiors; who takes pride in the physical accomplishments of his/her work in the Corps and its contribution to the citizens of the District; who has learned a variety of useful life skills to improve the quality of his/her life; and who has developed a strong support network of fellow Corpsmember alumni who will be friends for life.

Since January, a group of over 60 leaders from the business and nonprofit sectors, under the leadership of C&P Telephone's Delano Lewis and The Washington Post's Vincent Reed, have been working diligently to launch the DC Service Corps. The Corps has been duly incorporated in the District. $136,000 has been pledged by corporations (C&P Telephone, PEPCO, Giant Food, and The Washington Post), nonprofit organizations and foundations (Hattie M. Strong, Eugene and Agnes Meyer, Morris and Gwendolyn Cafritz). Additional firms and foundations are also considering our requests for funding.

With one exception, all existing service corps are public/private/philanthropic partnerships. Private funds alone cannot sustain a youth service corps. City governments contract with service corps for needed public work that would otherwise not be performed. Using federal and local training and human service funds, cities purchase specific services from corps on a most cost-effective basis. Evaluation studies in California and New York City for example, have shown that each dollar invested yielded economic benefits worth $1.80 to $2.90 by the cheapest alternative means -- and this does not take into account Corpsmembers' personal development, the avoidance of costly, anti-social behavior and the ability to perform effectively as responsible workers, parents, and citizens.

The DC Service Corps is continuing to seek corporate and foundation funding and hopes to hire its executive director before year's end. We will then be negotiating with a variety of public and nonprofit agencies to perform specific work projects in the city.

In an effort to launch this new initiative, the DC Service Corps continues to draw upon the rich body of knowledge, experience, and technical assistance available from the existing network of service corps coast-to-coast. Our Corps is tapping into that network and aims to field our first work crews in early 1991 -- with vigor and on the foundation of solid expertise.

o It teaches basic life skills needed for employability and enhances critical thinking skills;

o It expands personal learning and social horizons far beyond home and classroom;

o It promotes the idea that communities need young people, just as youth need community support;

o It eases the often painful passage from school to work;

o It imparts a greater sense of the individual's personal worth and capabilities for leadership and problem-solving;

o It bonds young people more securely and usefully to their communities and activates their civic knowledge in tangible ways;

o It encourages development of and life skills and continuing education;

o It serves a public need by producing tangible products that have lasting value and economic benefit to the community.

In short, a service corps offers much-needed opportunities for young people simultaneously to learn, to do constructive work, to participate in and contribute to the betterment of the District.

I append to this statement some representative documents indicating the magnitude of work that has already been done to create the DC Service Corps:

1) A list of the 15 members of the Interim Organizing Committee co-chaired by Delano E. Lewis, Dr. Vincent Reed and myself. Major subcommittees are also hard at work under the leadership of Brenda S. Nixon of Associates for Renewal in Education, Duane Gautier of PEPCO and Action to Rehabilitate Community Housing (ARCH), Thomas Gore of the Center for Youth Services, Gary Lacy of the Children's Defense Fund, and Judith Dobbins of the Washington Urban League.

2) A Prospectus on the Corps' Work and Service Program and Guidelines for Project Selection

3) A Prospectus on Corpsmember Development and Education Flow Chart

4) Sample work projects as performed by Boston's City Year.

We are confident that the DC Service Corps can make a major contribution to the renaissance of our city and its young people. We welcome your inquiries and, especially, your support.

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INTERIM ORGANIZING COMMITTEE

for

WASHINGTON, D.C. YOUTH SERVICE CORPS

Delano E. Lewis, Chesapeake & Potomac Telephone Company (President)

Dr. Vincent E. Reed, The Washington Post (Vice President of Communications)

Dr. Samuel Halperin, The William T. Grant Foundation Commission

Margaret Rosenberry, National Association of Service and Conservation Corps (Executive Director)

Dr. Jeffery M. Johnson, United Way of D.C. (President)

Duane Gautier, Potomac Electric Power Company (Manager, Community Development Services) and Action to Rehabilitate Community Housing-ARCH (President)

Michael Gilbert, D. C. Private Industry Council (Executive Director)

Gary Lacy, Children's Defense Fund (Senior Program Assistant)

Brenda S. Nixon, Associates for Renewal in Education (Executive Director)

David W. Hornbeck, Esq., Hogan & Hartson, Attorneys at Law

Jack Calhoun, National Crime Prevention Council (Executive Director)

Frank Slobig, Youth Service America (Co-Director)

Donald Sullivan, National Conference of Christians and Jews, National Capital Region (Executive Director)

Patricia Puritz, Esq., Juvenile Justice Center, American Bar Association (Director)

Archie H. Avedisian, Boys and Girls Clubs of Greater Washington (Executive Vice President)

D.C. YOUTH SERVICE CORPS

Work and Service Program: A Prospectus

The nearly limitless possibilities for Corps service projects create an opportunity for young adults to assume their proper role as a resource for the community. Work projects will strive to meet unmet needs ranging from urban conservation work to human services. By selecting and carrying out projects with educational value, the Corps will live up to its other mission of providing for the maximum individual development of Corpsmembers.

Most Corpsmembers will bring with them a lack of structured work experience and a need for training in the most rudimentary elements of full-time work. To meet this need, the Corps will carry out its work in crews. Crews will consist of groups of 10-12 young adults under the close direction of a trained supervisor. Working in crews will foster teamwork and communication -- essential skills in any workplace. Crews also create an environment filled with positive peer pressure and a chance to identify with a small, cohesive unit.

The D.C. Service Corps will carry out projects throughout the District that meet demonstrated community needs, but which the community could not accomplish with existing resources. A spirit of willing public service will imbue the worksites of the Corps. The Corps will complete a range of conservation and human service projects that expose each Corpsmember to a variety of skills and possible occupations. Through their structured experiences and opportunities for reflection on work and service, Corpsmembers will prepare themselves and their peers for future employment, training and education. Worksite activities will include and be integrated with basic education and other Corpsmember development activities. The Corps will serve the city and its non-profit agencies, and possibly, the federal sector as well.

While planning is still in a preliminary stage for specific work projects, Corps planners have determined a general direction for early projects including the renovation and rehabilitation of low-income housing, recreation centers, and schools. Further planning will require detailed discussions with District agencies, the public schools, and social service agencies. These and other project sponsors will provide the Corps with guidance in project planning, specialized tools and equipment, and technical supervision and training for crew supervisors, as needed. Sponsors will receive briefings on the Corps and its focus on structured community service.

A staff highly qualified in counseling, guiding, and teaching young adults will take responsibility for the work component of the Corps. A work program coordinator will oversee project develop, maintain good relationships with current and future work sponsors, and monitor crew supervisors. Crew supervisors, after careful training in the complexities of their role, will work alongside Corpsmembers while providing them with firm, clear guidelines for successful participation and benchmarks of progress in the Corps.

D.C. SERVICE CORPS: GUIDELINES FOR PROJECT SELECTION

NEED

1. Projects must provide needed and important services which would not be provided otherwise, and must benefit the people and communities of the District of Columbia.

2. Projects should improve the quality of existing services and public amenities, or extend their scope, or suggest new or better ways of providing them.

3. No project can displace existing workers or employees.

SPONSORS

4. Each project must have a sponsor, a government agency or a not-for-profit group, who can identify the service needs of its constituents and determine the project's objectives.

5. The sponsor will provide worksite supervision and training, and all necessary equipment and supplies.

6. Sponsors will work with DCSC staff to develop a specific work plan for each project.

GOALS

7. Every project must have clear, definable and measurable goals which can be shared by volunteers, sponsors and those being benefited. Projects involving physical activities should result in some capital improvement, or have a visible impact on the community. Human service projects must also have tangible goals; the service performed should have some lasting value.

WORK

8. Projects should provide full-time work (at least 32 hours) for approximately 10 to 12 volunteers working in groups or individually. Projects can operate on weekends or at night if necessary.

9. Projects can include preliminary or ongoing training components, but tasks should be appropriate for a group with diverse abilities and experiences. Projects must make some educational demands on the DCSC members.

DURATION

10. Projects may be as short as one month or as long as one year, but teams will spend no more than six months at any one project. Therefore, long-term projects will require the assistance of several consecutive teams, and must have clearly defined milestones for each one.

SPECIAL CONSIDERATION

11. Projects will be geographically balanced so that all wards are fairly served.

12. The DCSC will perform several short-term citywide "signature services" during the year, which will involve large numbers of volunteers in high visibility, high impact service activities. Sponsors should plan to allocate time for volunteers to participate in these special events.

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D.C. YOUTH SERVICE CORPS

Corpsmember Development: A Prospectus

All existing youth corps programs, especially those operating in urban areas, are comprehensive programs. They have a dual mission: to perform important services for cities and to develop young people -- preparing them for productive adulthood, helping them make a successful transition from school to work, and improving their basic academic and life skills.

The kind of person the Corps will recruit is one who understands this dual mission, who responds to the Corps' call for young men and women who wish to learn *and* who are enthusiastic about making the District of Columbia a better place to live and work.

The majority of Corpsmembers who will participate in the D.C. Youth Service Corps will not have had successful school experiences. Many of them will be disaffected learners who will enter the work force ill-equipped to handle the increasingly sophisticated demands of the workforce. In addition, many Corpsmembers will bring with them a variety of personal and social needs that interfere with their participation in training programs and their ability to become productive citizens. Single parenting, poor housing, the influence of gangs, alcohol and drugs, and poverty are just some of the barriers young people must struggle to overcome. Therefore, a personal development component for young people in the D.C. Corps will need to look beyond remedial education or help toward obtaining the General Equivalency Diploma.

The Corpsmembers Development Component will teach young people the skills they need to understand and resolve everyday problems, enter the work force with confidence and a sense of self-worth, and take the logical steps needed to reach their own personal and professional goals. The Development Component will provide young people opportunities to experience the rich racial and ethnic diversity of the District of Columbia. It will also assist young people in exploring and confronting damaging stereotypes and prepare them to be productive members of a multicultural workforce. Overall, the goals of this component must be consistent with the larger goals of the Corps -- service, productivity, cooperation, team building, initiative, and getting along with co-workers and supervisors.

The Corpsmember Development Component will have three major strands: (1) educational achievement and strengthening of basic skills; (2) development of positive social and civic values; and (3) enhancement of Corpsmembers' opportunities to become productive, employed adults. The Corps will achieve this through instruction, either in D.C. public school programs or in in-house activities, and by providing Corpsmembers with referrals and access to necessary support services. Corpsmember development activities will be closely integrated with the service and work program of the corps. Service projects will include opportunities for Corpsmember development through skills training, group problem-solving, environmental education, and on-the-job reading, mathematics, writing, and critical thinking about environmental and social issues -- homelessness, poverty, substance abuse, child care and responsible parenting. Corpsmembers themselves may serve as instructors/tutors in areas where they are well-qualified.

The Corpsmember Development Component will have both a self-paced individual education plan and a group development or core curriculum for all Corpsmembers. Together, it will occupy at least nine hours of each Corpsmember's week. About six

hours of that time will focus on academic subjects ranging from English-as-a-Second Language to individually-paced basic education to college classes for those able to handle them. Three more hours each week will be devoted to group instruction in life skills, citizenship education, and employment preparedness. When feasible, life skills (e.g., time, money and stress management, economic education, negotiation and conflict resolution, etc.) and basic skills exercises will be interwoven. The Corps will also provide Corpsmembers with referrals to existing community-based support services, such as legal and health services, mental health and substance abuse counselors, and child care. Corpsmembers will be assessed for educational and social needs at entrance to the program, and their progress will be continuously tracked through competency-based measures. Corpsmembers will be encouraged to set and achieve reasonable goals within the program -- for some, mastery of English; for others, a GED; for all, the ability and skills to support themselves and their children independently.

The Corpsmember Development Component will also focus on team-building and the creation of esprit de corps through activities such as daily physical training, current events programs, and community meetings. Keeping journals and periods of reflection on lessons learned will reinforce each Corpsmember's personal experience in this service program. Taking advantage of the Corps' location in the nation's capital, Corpsmembers will be exposed directly to the leaders of America's political, economic and social system and to visits to the nation's central civic institutions.

The program will also stress civic responsibility and community involvement through educational activities and the selection of tangible work projects which enhance the quality of life in the District. The Development Component will also assist Corpsmembers in making smooth transitions beyond the Corps to further educational and career opportunities, including postsecondary academic, vocational and technical education, as appropriate.

A Coordinator of Corpsmember Development will be the principal staff person responsible for this component. This person will implement the parts of this component with a team of instructors, counselors, placement specialists, and support service providers who work within and outside the Corps program. The Coordinator will also work closely with the Work Program Coordinator and all crew supervisors to ensure full integration of the various dimensions of the Corps experience.

Overall, our vision of the Corpsmember who has completed 12 months in the Corps is a person who has high motivation to work and to make a positive contribution to society; whose work ethic includes responsibility, dependability, and good working relationships with fellow workers and superiors; who takes pride in the physical accomplishments of his/her work in the Corps and its contribution to the citizens of the District; who has learned a variety of useful life skills to improve the quality of his/her life; and who has developed a strong support network of fellow Corpsmember alumni who will be friends for life.

CITY YEAR SERVICE PROJECTS

During its first full-year program, City Year's 17 to 22 year old corps members completed more than fifty physical and human service projects, while working with dozens of non-profit, community-based and government organizations throughout Greater Boston. Since the program was launched in September 1989, City Year corps members, working in five teams, have completed the following community service projects.

•**Urban Edge Housing Development**, Roxbury. Created, developed and managed an after-school program for children.

•**Boston Food Bank** and **Fair Foods**, Boston. Sorted, salvaged and distributed 130 tons of donated food.

•**Franklin Park Zoo**. Rebuilt the historic Rock and Rose gardens next to the newly opened Tropical Forest exhibit.

•**Massachusetts Hospital School**, Canton. Served as academic, physical and vocational education assistants for severely physically challenged children and adolescents.

•**St. Paul's AME Church**, Cambridge. Built an emergency food pantry and ran a food drive to stock it.

•**Madison Park Village**, Roxbury. Conducted a door-to-door tenant needs survey at mixed use housing development.

•**Long Island Shelter**, Boston. Painted a 100-bed dormitory facility and landscaped the grounds.

•**Neighborhood of Affordable Housing (NOAH)**, East Boston. Repaired, painted and cleaned the homes of senior citizens.

•**Recycle, Inc.**, Boston. Moved non-profit into a new warehouse.

•**KLH Child Development Center**, Cambridge. Constructed a new tot lot.

•**Amory Street Tot Lot**, Jamaica Plain. Rehabilitated one of Boston's most heavily used tot lots.

•**Nuestra Communidad Tot Lot**, Roxbury. Rehabilitated tot lot owned by the **Boston Natural Areas Fund.**

•**The Council of Elders**, Roxbury. Provided one-on-one attention to elderly citizens in senior day care program.

•**Shattuck Lodging House**, Dorchester. Assisted in the on-going construction of a transitional lodging house.

•**Elizabeth Stone House**, Roxbury. Painted common space and living quarters at transitional home for battered women.

•**Boston Urban Gardeners**. Restored and landscaped public spaces and community gardens in Boston's South End.

•**Cambridge YWCA**. Cleaned 51 rooms prior to renovation.

• **Massachusetts Avenue Baptist Church**, Cambridge. Built new walls and laid 2,000 feet of floor to double capacity of the church's homeless food program.

•**Blackstone School**, South End. Served as classroom tutors and established recycling and recreational programs.

•**Black Heritage Scavenger Hunt** sponsored by the **Greater Boston Breakfast Club.** Led 30 children from Roxbury on a three-day cultural field trip and exploration.

•**Codman Square Apartments**, Dorchester. Interviewed, photographed and created an oral history of elderly residents.

• **Belle Island Marsh**, MDC, East Boston. Built platforms for migrating waterfowl at the only salt water marsh in Boston.

•**Earth Day**. Developed and presented "Everything Goes Somewhere," an original multi-media classroom and recess program to teach concrete ways to protect the environment. Presented program to 400 4th, 5th and 6th grade students at seven Boston public schools and three after-school programs. Also, created and staffed Earth Week Camp at the **Franklin Park Zoo.**

•**AIDS Action Committee**, Boston. Conducted AIDS awareness survey in Fields Corner, Uphams Corner and Dudley Square and made weekly home visits to people with AIDS.

•**North Charles Foundation, Inc.**, Cambridge. Painted clinic that provides treatment and counselling for substance abusers and the mentally ill.

•**Brookview House**, Dorchester. Moved furniture into a newly constructed home for 8 homeless women and their children.

•**Massachusetts Audubon Society** and **Massachusetts Nurserymen**, Boston. Served as guides for urban children at the backyard "ecology" exhibit at the **Massachusetts Horticultural Society's** Annual Flower Show.

•**Boston Living Center**. Helped open a drop-in center for people with AIDS by painting walls, hanging cabinets, and organizing storage space.

•**Hawthorne Youth and Community Center**, Roxbury. Performed outreach at three elderly housing developments for an inter-generational gardening and chorus project.

•**River Street Detox Center**, Mattapan. Cleaned the dorm room and kitchen at facility for drug addicts and alcoholics.

•**New England Shelter for Homeless Veterans**, Boston. Painted newly opened shelter.

•**City Lights**, Boston. Participated in the continuing renovation of a drama and dance school for inner-city youth.

•**Phyllis Wheatley School**, Boston. Painted the hallways and worked with students to prepare garden for spring planting.

•**Nightingale Community Garden, Dorchester Garden Lands Preserve.** Built three new plots and expanded garden.

•**Massachusetts Coalition for the Homeless**, Boston. Salvaged more than 400 mattresses for donation to formerly homeless families.

•**Teen Voices Magazine**, Boston. Distributed the first edition of "Teen Voices," a magazine written by and for teenage women.

•**Crittenton Hastings House**, Brighton. Cleaned grounds of multi-service center and shelter for homeless, unwed mothers.

•**Violence Prevention Project**, Adapted Violence Prevention Project Curriculum for 4th and 5th graders and brought seminars to over 30 children at the **Blackstone School and Urban Edge Housing Development.**

•**Walk for Hunger**, Boston. Provided marshalls for annual fund-raising walk for the hungry.

•**Walk for Life**, Boston. Walked with wheelchair-bound people with AIDS.

•**Wellmet House**, Cambridge. Built stairs, painted living room and cleaned transitional home for the mentally ill.

SIGNATURE SERVICE PROJECTS

During the year the five City Year teams have combined periodically for one day or more of high impact "signature service" projects.

•**Blackstone School**, South End. Organized and ran a youth carnival for over 400 students.

•**Annual Homeless Census for the Mayor's Emergency Shelter Commission**, Boston. Staffed census.

•**Fair Foods**, Boston. Cleared a former auto repair facility for conversion into a multi-use, non-profit facility that will include a food pantry and storage facility.

•**Peddock's Island**, Boston Harbor. Cleared fire and walking trails.

•**Ryan Playground**, Mattapan. Cleaned and rehabilitated M.D.C. playground.

•**Berkeley Street Garden**, South End. Working with **Boston Urban Gardeners** and Chinese-American gardeners, rebuilt community garden.

•**Earth Day**. Set up fair facilities and face painted celebrants at the **Franklin Park Zoo.**

•**Villa Victoria Housing Complex**, South End. Made holiday visits to senior citizens.

•**Boston Marathon**. Sold maps to benefit Children's Hospital, the Boston YMCA and homeless prevention programs.

•**Youth Outreach Program, Boston Community Schools**. Distributed fliers city-wide publicizing the **4th Annual Youth Congress.**

•**Carroll Apartments**, Brighton. Painted hallways and stairwells of 16 elderly housing buildings run by the Boston Housing Authority.

•**Walter E. Fernald School**, Waltham. Cleaned basement and volunteer center at home for mentally retarded adults.

•**Fitch's Motel**, Pittsfield. Painted eight rooms used to shelter homeless.

•**St. John's Masonic Temple**, Pittsfield. Cleared debris and prepared for use as African-American cultural center.

•**Christian Center**, Pittsfield. Replaced the floor in the main hall of a building where meals are served to the homeless.

JANUARY INTERNSHIPS

During the month of January, City Year Corps members worked with the following organizations on individualized internships.

Blackstone School
Boston Area Rape Crisis Center
Boston Building Materials Coop
Boston Living Center
Boston Police Administration
Boys and Girls Club of Boston
Brookline High School
Cambridge Ringe & Latin High School
Catholic Charities Shelter
Dee Cee Productions
Drumlin Farm
Emerson College Theater
Fund for a Free South Africa
Jamaica Plain Neighborhood Coop
Jeremiah Burke High School
JFK Library Corps
Living in Dorchester
Massachusetts General Hospital
National Toxics Campaign
Nutter, Finegold + Alexander
Pine Street Inn
Raphael Hernandez School
St. Francis Hospital
Teen Voices Magazine
The Stone Zoo
Urban Edge Housing Development
William R. Joiner Center for the Study of War and Consequences